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ABSTRACT

The proceedings of the 24th All India Adult Education Conference highlight two symposia, "Adult Education and Urban Development" and "Adult Education and Green Revolution." Commission Reports on the two symposia are given. (DB)

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ADULT EDUCATION IN THE SEVENTIES

INDIAN ADULT EDUCATION ASSOCIATION

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ADULT EDUCATION
IN THE
SEVENTIES

Report of the

24th All India Adult Education Conference

Bhubaneswar, October 15—19, 1970

INDIAN ADULT EDUCATION ASSOCIATION
17-B, INDRAPRASTHA MARG
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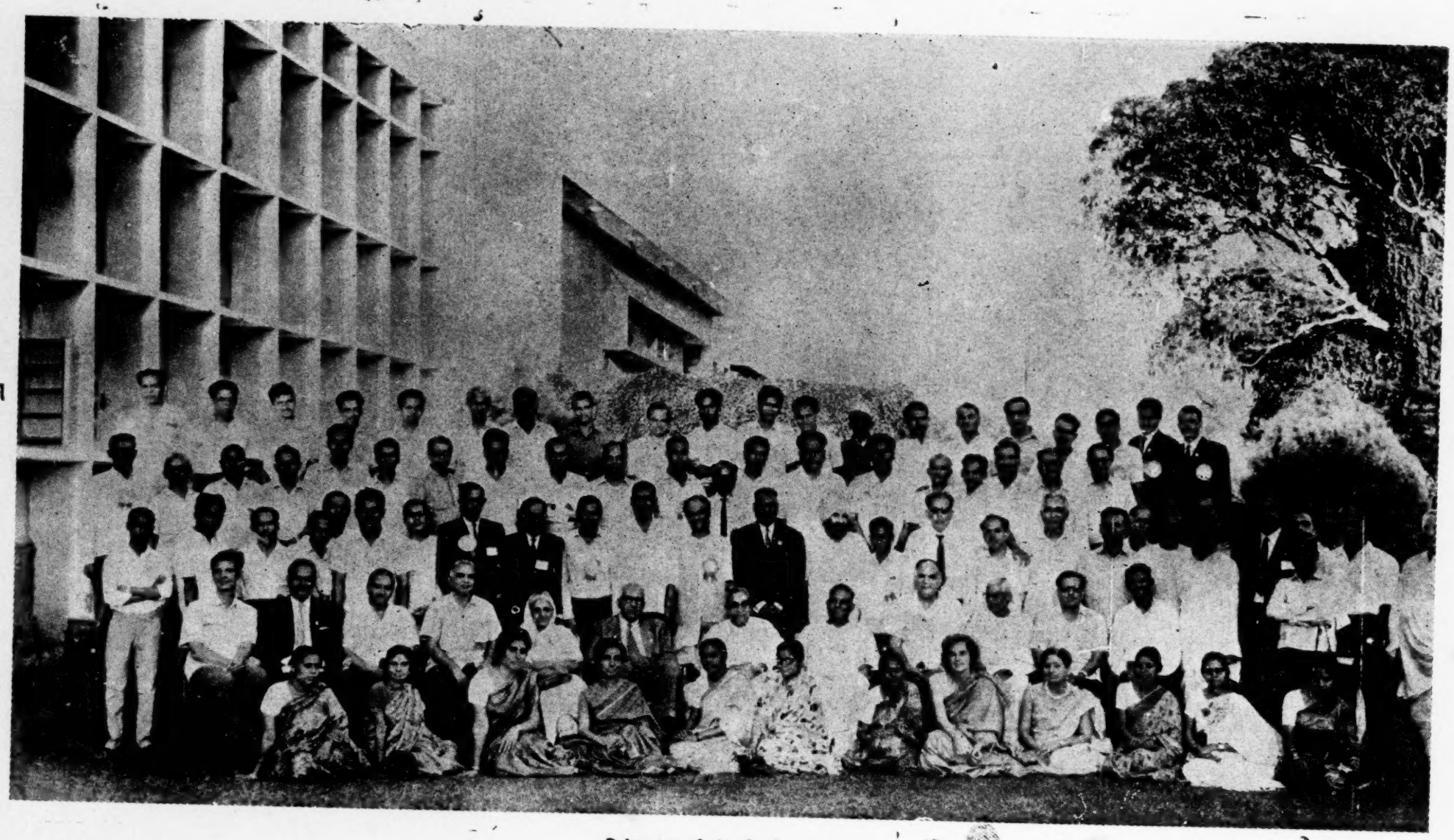

Delegates of the Conference

INTRODUCTION

The 24th All India Adult Education Conference began its five-day session in Bhubaneswar, Orissa, on October 15, 1970, under the presidentship of Shri B. Patnaik, Education Minister of Orissa. The theme of Conference was "Adult Education in the Seventies," and was organised by the Indian Adult Education Association.

Dr. Shaukatullah Shah Ansari, the Governor of Orissa, inaugurated the Conference. He urged those engaged in spreading adult education to strive to do it fast among the illiterates, so that the latter could adjust themselves emotionally and mentally to the rapid changes in the social, economic and political life of the country and make effective contribution in these spheres.

Shri Ansari said that adult education should also include family planning, women's education and eradication of social evils.

In his presidential address, Shri B. Patnaik, Orissa's Education Minister, emphasised the need for functional literacy. He said, "Literacy training is necessary. One must know reading and writing. But it is not all. It is not an end but only a means". He urged the need to correlate the teaching with the daily needs of the people.

The Education Minister asked the adult educators to include health education in their programme. He also laid emphasis on producing books on all aspects of life based on reference from old religious books.

Shri Patnaik said that all political parties must adopt adult education as one of their programmes in order to strengthen the foundation of Indian democracy.

Dr. M.S. Mehta, President of the Association thanking the Chief Guest, said life-long education was the need of the hour. Adult Education must include general education for out-of-school and college youth, and provide civic and vocational education to adults.

The session which followed the inaugural function discussed the organisational problems brought forward by the delegates.

Symposia

The highlight of the Conference was the organisation of two symposia on "Adult Education and Urban Development" and "Adult Education and Green Revolution."

The first symposium an Adult Education and Urban Development, was presided over by Shri Harekrishana Mahatab, former Chief Minister of Orissa. He said literacy was an essential process for entering the treasures of knowledge but it was not end of adult education. Adult education must communicate information for the general enrichment of the masses and for making them politically and socially conscious.

Shri V.S. Mathur, Asian Regional Secretary of the International Confederation of Free Trade Unions addressed the delegates on the subject. Others who spoke included Shri P. Ganguly, General Secretary, Rayon Workers Union, Thana (Maharashtra) and Shri B.G. Wani of the Bombay City Social Education Committee.

After the elucidation of the subject, the delegates were divided into four commissions each with a Chairman and a Rapporteur. The Chairmen were : Prof. M.M. Begg, Shri V.S. Mathur, Dr. B.B. Chatterjee and Shri P. K. Dhamdhere. The Rapporteurs were Sarvshri L.R. Shah, T.R. Singh, J.M. Gadekar and R.S. Mathur.

The discussion on second symposium on "Adult Education and Green Revolution" was initiated by Shri J.C. Mathur, Additional Secretary, Department of Agriculture, Union Ministry of Food, Agriculture, C.D. and Cooperation.

Shri Mathur explained the term green revolution and said that it included a revolution in cereal seeds, chemical fertilisers and in the betterment of economic conditions of the farmers. It is at this phase the fourth stage of agricultural revolution namely, the communication of new technology has to emerge as a sustaining and extending factor, Shri Mathur added.

He said that functional literacy for farmers should serve as an aid in maintaining accounts, writing and sending applications for loans and for preparing farm plan.

After the elucidation of the subject, the delegates were divided into four commissions each with a Chairman and a Rapporteur. The Chairmen were : Prof. M. M. Begg, Shri V.S. Mathur, Shri K.C. Jain and Shri N.K. Pant. The Rapporteurs were : Sarvshri L.R. Shah, T.R. Singh, R S. Mathur and B.R. Vyas.

Messages

Messages were received from the President, Vice-President, Prime Minister, Finance Minister, Railways Minister, Health and Family Planning Minister, State Minister for Home Affairs, Deputy-Chairman, Planning Commission, Chairman, University Grants Commission, and State Governors and Chief Ministers.

Valedictory Function

Presiding over the valedictory function, Shri R. N. Singh Deo, Chief Minister of Orissa said that for successful functioning of democracy enlightened public opinion was very necessary. Adult educators should draw up programmes of adult education for democracy to make people better informed and enlightened. Continuing he said that such type of programmes should receive top priority because of the high rate of illiteracy in the country.

He said in family planning programmes the objective should be to change the very attitudes and set behaviour pattern of the people. This can be best done through adult education where the pros and cons of the population problem could be related to economic and social status of the participants, he added.

The Chief Minister emphasised the need for life-long education. He urged the participants to go ahead with the continuing education programmes without waiting for cent per cent literacy in the country.

The Conference adopted a number of resolutions which have been published separately.

The Conference was attended by 138 delegates from all over India. The Universities of Delhi, Dibrugarh, Gauhati, Gorakhpur, Magadh, Udaipur and Vikram also deputed representatives.

The delegates to the conference were given a reception by the Governor of Orissa and a State Dinner. A number of cultural programmes and visits to Puri, Konark, Dhaulagiri, Khandgiri and temples of Bhubaneswar were also arranged.

RESOLUTIONS

1. The Seventies is characterised by an accelerated rate of social change, breaking down of many traditional norms and barriers, explosion of knowledge, new expectations and highly advanced technology.

Along side of these features, certain forces in the country are preventing the emergence of new values, even threatening to destroy some of the fundamental values cherished for ages by the society. The growth of indiscipline, fanaticism, intolerance, corruption, selfishness, inefficiency and disregard of duty in national life are examples of these adverse trends.

In this context adult education has a special and positive role to play in rescuing this generation from the situation described above and promoting and strenthening deeper human values. Adult Education for social responsibility including its political and economic aspects is probably the most important task of the present decade.

This Conference, therefore, urges on the Indian Adult Education Association to organise a workshop to develop a suitable plan of action on the part of the various organisations in the adult education movement to meet this challenge. The workshop should discuss all aspeets of the situation—the nature, scope and content of the programme as also the methods and techniques to be used for realising the objectives. It should also take up the production of suitable literature including A.V. aids for this purpose.

2. Our country is faced with the problem of extensive population growth. It is a complex and controversial subject and yet too urgent and important to be overlooked or postponed. Because of the very high birth rate, the gap between the rich and the poor, the haves and havenots is widening with the result that all economic and social development gets nullified.

It is essential that the common man is helped to recognise the urgency and importance of population control as such a programme of family and health education is urgently called for. A skillfully planned and intelligently implemented programme of family and health education including population control, both through the spoken and written word is necessary.

Audio-visual aids particularly documentaries are very effective for married couples and others approaching that position.

This Conference resolves that the Indian Adult Education Association should draw up a syllabus of the reading material for the illiterate and the neo-literate adults for producing in them an understanding of the problem and developing an attitude of acceptance and application of the various ways of population control. The Association should, in consultation and with the help of subject-matter experts hold a workshop to achieve this purpose. The workshop could also plan programmes of production of audio-visual aids and other printed materials for bringing about a change in the attitude of the adult and promoting action in this respect.

3. The significance and importance of intensive adult education prcgramme is the call of the seventies. The adult men and women who are to play their important and vital role in shaping the future of this democratic society have to be prepared to discharge this responsibilty in the social, economic and cultural development of the nation.

This 24th All India Adult Education Conference recommends that all enlightened citizens in general and educational institutions in particular as also social organisations, trade unions, Government and quasi-government institutes should give top priority to Adult Education programmes in the national system.

4. The 24th All India Adult Education Conference recommends to the voluntary agencies in the field of Adult Education in particular and the State departments of education in general to open high and higher secondary schools for further education of the working adults and for their all round development.

It further recommends that such schools should be duly recognised for grant-in-aid by State Governments like schools for children.

5. In this age of rapidly developing technology and fast changing methods of production, the workers have to play an important role in the industrial development of the country. This is however, possible only when the industrial worker is provided with on-the-job facilities for developing his knowledge and skills to enable him to adopt with competence

the new methods and techniques required for accelerating production.

The learning of new skills and development of professional competency requires sincere and devoted efforts on the part of the workers who in turn expect greater returns from the employers by way of improved living and working conditions and proportionate increase in emoluments.

This 24th All India Adult Education Conference urges upon the industrialists and other employers of skilled and unskilled labour to accept the provision of education and training facilities to the employees as an integral part of their organisation and as an incentive for such participation, frame rules for the due appreciation and recognition of the labour of those who develop their general and technical abilities and professional competence.

6, This Conference recognizes the revolutionary and far-reaching significance of the agricultural transformation currently taking place in some parts of the India as a result of the encouraging response of the farmer to new technology and his willingness to regard agriculture as productive investment.

The Conference welcomes the measures being taken by Government with the cooperation of international agencies to organise training programmes for farmers engaged in the cultivation of high yielding variety crops. However, it is of the view that apart from the Government, the non-government sector and voluntary organisations are also interested and involved in the success of the farmers efforts particularly agro-industries, food trade, banks, credit institutions, storage and marketing agencies etc. Likewise several non-governmental organisations in the field of Adult Education have special responsibility in providing education for agricultural development.

It maintains that adult education is a critical factor in promoting, stabilising and extending the process of agricultural transformation in India. Adult Education in this context includes not only the training of farmers and other primary producers but also the understanding of agricultural problems and programmes by the intelligentsia whether directly concerned with agricultural matters or indirectly.

Moreover, even for farmers adult education is not to be confined to the learning of skills, to apply new technology and future literacy but should also extend to wider human values and suitable uses of leisure and should enable farmers to have their own institutions at the field level for continuing education and professional needs.

The Conference, therefore, calls upon, industrialists and businessmen, banks and credit institutions, federations and associations of marketing, trade and industries and others to consider the example of several industrial and business concerns in the west and come forward to finance specific projects undertaken by non-governmental organisations for training and education for the development and modernization of agriculture.

The Conference further suggests to non-governmental organisations and institutions in the field of adult education to organise adult education projects as part of specific production programmes. In particular, it would be desirable for such non-governmental organisations to concentrate on three kinds of projects namely, (*a*) production-cum-training projects for farmers and other primary producers in small compact areas, (*b*) training in agricultural matters of personnel concerned with supply of credit, inputs, marketing, processing and transport etc. and the training of extension personnel in commemoration and instructional techniques and educational methods. (*c*) education of the urban people particularly the intelligentsia on the problems and programmes of agricultural development.

The Conference requests the Indian Adult Education Association to set up a small working group of experts to draft a few model projects suitable for different situations and agencies. The contents and methods of adult education will vary according to the needs of specific production programmes and participants.

The Association should further arrange to bring together such institutes and potential financiers who could cooperate in taking up projects suggested above.

7. This Conference appreciates the programme of residential vidyapeeths setup by Mysore State Adult Education Council and similar other organisations and institutions and recommends that such programmes may be initiated and developed in other parts of the country to promote continuing education and train rural leadership.

INAUGURAL ADDRESS

Dr. S.S. Ansari
Governor of Orissa

I am glad to welcome the delegates to the 24th Annual Conference of the Indian Adult Education Association.

The Indian Adult Education Association is doing splendid work in the important task of removing illiteracy in this vast country. It is gratifying to note that your Association will be completing 32 years of useful existence by next December. During this span you have outstanding achievements to your credit. You have brought out a Manual for Adult Literacy Teachers, and also the journal entitled "Indian Journal of Adult Education" in English and "Proudh Shiksha" in Hindi ; you have opened an Information Service for the benefit of adult educators, an institution of correspondence education for farmers, and you have established international contacts and cooperation with other similar agencies. Your task now is promotion of adult education in the Seventies consistent with the present day changes in all walks of life. It is hoped that the present Conference will formulate concrete steps in this direction.

Inspite of rapid progress that has been achieved in the field of education since Independence, two-thirds of our population are still illiterate. The causes may be due to the rapid increase in population and discontinuance of education at the primary and secondary stages. These persons form the majority of our population and they enter into their respective vocations devoid of any literacy. Unless we give them proper education, they will continue to remain illiterate and will not be able to discharge their responsibilities as proper citizens of the country. It is for this category of the population that adult literacy is of the utmost necessity. They have to adjust themselves emotionally and mentally to rapid changes in order to make effective contribution to the social, economic and political life of the country. With the advance that has been achieved through Science and Technology in the field of Agriculture,

Industry and other spheres, it is no longer desirable that those engaged in these activities should remain illiterate. Unless they are educated in modern techniques, they cannot contribute to increased production. It is in this context that the adult educators have to strive for the spread of education among this class of our people. Adult education should also pay attention to Family Planning, Women's Education, eradication of social evils, humanitarian activities etc.

It now leave you to your deliberations. I wish the Conference all success.

PRESIDENTIAL ADDRESS

Shri B. Patnaik
Education Minister, Orissa

At the outset I must apologise on behalf of our Chief Minister who was to preside over the inaugural function. As he had to go Delhi on another programme we had to change the programme. However, I hope, Chief Minister will be able to deliver the valedictory address.

The problem of adult education has assumed great importance after Independence. In our stride for freedom struggle under the leadership of Gandhiji, we never forget about this. Gandhiji attached great importance to the education He has novel ideas on education which changed the entire concept of educational programme. His scheme of education was more known as 'Nai Talim' or Wardha scheme on basic education. He placed before his countrymen, particularly so before the congress workers a programme of constructive work. He laid stress on constructive programmes to prepare the country both for and after Independence. Mere achieving independence will be of no value if we cannot preserve it and raise up the Nation from the morass. He placed eighteen items of work before the country. Even after twenty two years of independence one can easily realise about his farsightedness and also its importance even today.

Of these eighteen removal of illiteracy, Adult Education, Education on Hygiene and Health and Basic Education were five items. So you can easily imagine his conception of post-independence India. Literacy training is necessary. One must know reading and writing. But it is not all. It is not an end but only a means. How does it matter if one has understanding but no knowledge of letters ? Many great teachers and reformers of the world did not have a knowledge of letters. Christ and Mohammed did not have it. It was also same with the great and enlightened Ruler Akbar. Same is said of a former Amir of Afghanistan. But they had each an almost unlimited power of understanding.

One might say that they are all extraordinary men. It is true. But it does prove that it is not impossible to do without the knowledge of letters. Even today quite a large part of world's population is illiterate, but it is not without the power of understanding. In fact, we depend for our living on that part of the world's population. Much work has been done among the villagers but the problem that really faces them is how to enable the adults to retain knowledge thus gained. The report says 'Nearly half the members who attended the class during the first session have approached the worker in charge to repeat the lessons. In fact, they had lapsed into illiteracy. The workers are racking their brains to devise means to prevent this lapse. The workers need not rack their brains at all. The lapse is bound to occur after the short courses that are given. The lapse can only be prevented by correlating the teaching to the villagers daily wants. The dry knowledge of three Rs' is not even new, it can never be permanent part of the villagers' life. They must have knowledge given to them which they must use daily. It must not be thrust on them. They should have the appetite for it. What they have today is something they neither want nor appreciate. Give the villagers or the workers arithmetic or geography for their use and the literacy knowledge that they must use daily *i.e.* reading and writing letters. They will treasure such knowledge and pass on to the other stage. They have no use for books which give them nothing of daily use'.

We should provide some of the essentials of education to about tens of thousands or so of the villagers who have passed the generally accepted age for starting to learn to read and to write at school and who are living the life of householders while being engaged in different vocations for earnings their livelihood. We should place on this education a more liberal interpretation than is being done at present. The villagers are ignorant of many things of great practical value. They also suffer from various silly superstitions. We have to remove these superstitions and impart useful knowledge to our peasants through the medium of this. The condition in the villages from the point of view of health is deplorable. The absence of necessary and quite easily available knowledge of health is one of the potent reasons of our poverty. If the health of our people in the villages could be improved

thousands of rupees would be saved and to that extent an ameleoration in the economic condition of our people brought about. It is evident that a peasant suffering from ill health cannot put in as much work as one who is healthy. The death rate is higher in our country, though after the three successive plans it has been much reduced. But we have not been able to check the growth rate. In spite of all the efforts there seems to be population explosion. This has to be checked through proper and interesting education among the adults not by vulgarising the propaganda.

Our people have deep faith in religious teaching. The scriptures, Purans, Sastras and religious texts are very common among the illiterate folk. Even without reading they can quote lines of Bhagvat, stories of Ramayan and Mahabharat. Gradually a feeling has crept into our mind that all that is old is not good. We must hasten to remove that feeling and try to improve on the teachings of scriptures. The teaching of scriptures are permanent. They have been handed down from generation to generation even from the time when writing and printing was unknown. How have they been preserved ?

I would request you to examine this aspect and prepare interesting books on all aspects of life with reference to the stories of the scriptures. We have neglected our women folk. They constitute more than half the population. Though theoretically our constitution has bestowed equal rights on women due to ignorance they are unable to receive the benefits. There is no justification for men to deprive women of, or to deny to them the equal rights on the grounds of their illiteracy. But education is essential for enabling women to assert these natural rights to exercise them wisely and to work their expansion. Again the true knowledge of the self is unattainable by the millions who lack such education. Many a book is full of innocent pleasure and this will be denied to us without education. It is no exaggeration to say that a human being without education is not far removed from an animal. Education, therefore, is necessary for women as it is for men.

In the context of the present day planning men and women both have to play important role in shaping the society. It is no use suggesting the need or the importance. But the question lies in implementing.

What we need today the movement as started by Gandhiji. All political parties irrespective of their creed and difference must adapt this as one of their programmes, so that the very foundation of democracy may be strengthened and the purpose for which we struggled for independence can be achieved.

Government has to play its part. Money alone will not solve the problem. It should be the part of our life programme. Men and women in whatever walks of life, if take to this vow and go back with the enthusiasm of Gandhian era, I think, we can in short time be able to eradicate illiteracy completely. It is a whole process not a part.

I congratulate the organisers of Indian Adult Education Association for their dedicated effort and and I hope they should have branches in all over the country in each Taluka where young men and women should take up this challenge. Let all educated men and women take a vow to pay their debt to the society by devoting few hours in a week for this purpose. Let our motto be—

ଦେଶର ସାକ୍ଷରତାରେ
ଅଞ୍ଚଳର ସାକ୍ଷରତାରେ

~•~

SYMPOSIUM ON
ADULT EDUCATION
AND
URBAN DEVELOPMENT

ADULT EDUCATION AND URBAN DEVELOPMENT

S. C. Dutta

I

In my opinion, "development" does not mean *copying* the developed nations and *overtaking* them, but consists in launching on the path of progress by adjusting one's needs and aspirations to one's resources—known, potential and latent. In the field of education, any attempt to follow programmes and practices of advanced countries would be suicidal for two reasons. One : these may be too expensive and two : these may already have become obsolescent in the countries of their origin.

Secondly, urbanisation is a fact of history. It would be wrong not to take note of this fast expanding phenomenon. Urban life is the dynamic basis for most of the activities and processes we associate with modernity and economic progress. I would go a step further to assert that all advanced civilisations sprang from the city and were the creation of urban people. This historical fact, has far-reaching implications for adult education, in so far as efforts towards education and progress of developing societies must pay proper attention to the development of cities and urban societies. The urban people in various ways and from various walks of life influence the day to day administration of the countries of the region. The elite, the technocrat, the administrator, the legislator and the worker are all city based. Their education or shall I say re-education is of paramount importance for the development of the country.

Urbanisation has resulted in the migration of rural adult to cities, in most cases in search of employment or better life. This transition from the rural world of intimacy to the impersonal and anonymous urban world, has led to variety of social imbalances and psychological tensions, resulting in some cases to social and political instability. This fact has cast a responsibility on adult education, to take

appropriate measures to avoid this imbalance, instability and insecurity. They will have to so arrange educational and leisure-time activities of adult men and women so that they instead of becoming obstacles to social and political progress may become a positive force for change and development.

Some of the problems of urbanisation could be solved by the cooperative effort of the people themselves. Incidentally, solution of these problems through self-help and cooperative action could provide an opportunity to the growing urban population to develop a new channel for civic participation, giving them a feeling that the policy of the municipality or corporation is responsive to their needs, aspirations and anxieties. Adult educator through such programmes, can assist immigrant rural people to be inducted into a new society so that they can emerge from their experience as constructive citizens and not frustrated subjects. The new members of the urban community can be made to feel that they are also new members of a national community. This leads us to the fundamental task of adult education in urban areas. They must assist in the emergence of new social organisations like trade unions, cooperatives and citizens' councils which should help in the solution of the problems of urban living and replace the traditional institutions designed to meet the needs of a village society. They must help the urban people to comprehend the nature of urban living and teach them the art of working together to achieve their social, civic and even vocational needs.

II

One of the greatest needs is to arouse civic consciousness, create a sense of belonging and a desire to take action cooperatively for tackling the various problems concerned with life in one's city. A sound and effective education programme for self-help and cooperative action and a proper organisation of leisure time activities, which are educational in content and entertaining in effect, are the most potent solvents to many of our ills.

Responsible citizenship is the basis of social and economic programmes and "Education for the exercise of responsibility" which includes political and civic education of the people is one of the major tasks of adult education. For the

preservation of democratic values, this is essential, for a conscious and understanding citizenary is the life and soul of a democracy. For this purpose, we must organise general discussion on matters of current interest, so that political issues could be clarified and the common people enabled to understand the issues and prepared to shoulder the responsibility of political and social development of their countries, and not leave it to a handful of politicians, businessmen and bureaucrats.

Another need of the areas is to weld the untrained and unorganised manpower into an adequately skilled labour force. It is necessary to help the immigrants to adapt themselves to the requirements of urban and industrial life, both for contributing to and for taking advantage of the scope for social and economic development which industrialization can provide.

Thus adult education programmes must (*i*) help a citizen to make adjustments within his environment; (*ii*) help him to solve the problems of his environment; (*iii*) impart skills to increase his productive capacity; and (*iv*) impart knowledge to enable him to be a better citizen, a better family member, a better member of his community and locality and a better productive member of the society.

Educational programmes for bringing about social cohesion and to draw attention to social evils and ways and means to meet them through dramatics, debates, etc., could provide the needed entertainment and fill the leisure time of a citizen. Indigenous media of recreation like puppetry, folk dances etc., also could be utilized for this purpose. Cinema, radio, television, libraries, museums and art galleries also can be used for creating community consciousness, spreading knowledge, aiding literacy and stimulating innovations in cultural and economic activities.

Adult Education in short, can be a fundamental factor in improving the skill and the productivity of labour and in general, in preparing urban population for a richer, a more complete and a better life.

III

Education is a life-long process and we are all educated to very considerable extent by people in whose contact we come and by groups whose membership we take. It is a succession of experiences whether as individual or in groups

and hence is a lengthy and complex process in which the teacher and the school do not start first or stay longest. There are many other persons and groups which help in the education of a person. The responsibility of educating a human being therefore does not belong to the formal educational institutions alone, but are shared by many persons and groups, some of whom may not have this end in view and may have been formed for various non-educational purposes. A person through series of experiences in home, religious institutions, neighbourhoods, clubs and various groups learns and enriches his experience and thus becomes truly educated. Therefore while planning for the education of adult men and women, we should not only think of schools and colleges, but also of various institutions and groups with which they come in contact in their daily life.

Adult Education programmes in urban areas incorporating the elements enumerated above can be organised if we have an adult education centre in a locality. The centre will provide opportunity to know the neighbours and help in the creation of community feeling. It will help in the development of civic consciousness, promote educational activities, organise cultural and recreational activities and undertake programmes for the betterment of the locality, providing full opportunity to the adult men and women to participate in all such activities and developing self-confidence and creativity. The centre could organise literacy, post-literacy classes and also adult schools. It could organise programmes for citizenship education and for health, and hygiene, including family planning. It could also provide facilities for improving the economic conditions of members and take initiative in developing public opinion for the improvement of community life.

These centres in various localities can be co-ordinated, guided, and supervised by a coordinating centre at the ward level or at the city level. This coordinating centre should be a model adult education centre. It should have a library of books, films and charts, which should be lent to other centres. It should also have equipment for dramatic shows etc., so that it could serve as a feeding centre supplying whatever equipment and technical know-how the centres in various localities need. In short, it should serve as model centre, a clearing house of advice and guidance and also a distribution centre.

The centres in the localities should be manned by properly qualified wardens and a few part-time assistants and local volunteers. The coordinating centre should be under the charge of an Adult Education Officer, assisted by an artist, a cinema projectionist, a Librarian, an Extension Organiser and appropriate staff for the model centre.

The field workers must have:

(*i*) knowledge of social and psychological conditions of adult living in urban areas;

(*ii*) clear-understanding of suitable methods and techniques of educating adults;

(*iii*) ability to organise and coordinate educational activities for adults; and

(*iv*) a democratic and cooperative outlook.

The training course, therefore, should include :

—subjects such as adult psychology, urban sociology and economics ;

—the philosophy and content of adult education including social education and workers' education.

—methods and techniques of adult education and workers' education ; and

—practical training in methods of working with adults especially literacy methods.

It may be desirable to associate the Universities with the training programme in order to take advantage of the teaching ability of their faculty members in such fields as psychology, sociology and economics. The duration of the training course should not be less than ten months.

V

It has been suggested that within the urban areas, we should concentrate on industrial workers, because the workers are generally organised, normally stay in one compact locality, have rudiments of understanding, some information and knowledge about the life and society of which they are a part. In most of them, the desire to improve and change for better is present in abundance. To them, adult education programme, geared to their interests, needs and tastes will be a welcome change from their dull and drab life. A successful adult

education programme among industrial workers will have an automatic impact on rural areas, for the simple reason that most of our industrial workers still have their root in villages and go off and on to their ancestral homes for marriage, religious ceremonies and festivals. Whenever, they visit their rural relatives they will carry with them the impact of what they have gained thru' adult education and leave an impression on their rural friends and relatives. Thus the snow-balling process will start. The rural areas wlll start demanding adult education. We will then have motivated rural adults. The work of adult education will become easy and effective—more effective than at present.

The adult education programmes amongst industrial workers should be organised thru' workers' institute. The main function of the institute will be :—

(*i*) To stimulate a desire for knowledge in the working class population ;

(*ii*) To arouse a sense of social and civic responsibility in them ;

(*iii*) To provide facilities for training in a large variety of courses in vocational, technical and liberal education, by organizing and conducting short as well as long courses with or without credits.

(*iv*) to provide wholesome recreation.

Its programme will be :—

1. Adult schools to provide education upto Middle at the first instance and ultimately to the University stage. At a later stage, Polytechnics will also be started to provide vocational training to enable workers to improve their knowledge and skills technically.
2. The Institute will also impart training in citizenship and community life.
3. The Institute will organise Youth Camps, Excursions, Hobby corners, Games, Discussions, Debates, Music and Drama, so that the leisure time of workers is properly utilised.

The youth in the community will be encouraged to form into youth clubs for various purposes, for example as drama

clubs, radio listening groups, etc. The workers should be formed into groups on the basis of their interest. The community hall will be used for lectures, drama, festivals, etc. Similarly women who can spare time will be trained for the creche and for supervising children's play activities. Equipment for small inexpensive games will be provided at the Institute. However, the purpose of such activities will be gradually to attract the workers to the most serious work of the Institute namely educational activities.

The staff of the Institute will consist of a wholetime Warden, one Asstt. Warden preferably a woman, one Librarian, one Adult Education Worker, one part-time Lady-incharge of Creche and also to supervise children's activities, a few part-time lecturers and teachers

VI

Lastly I would like to say that the present day education is divorced from community life and hence is lifeless, static and unreal. Therefore it cannot become an instrument of social change. The present day schools and colleges are islands in a sea of ignorance of the adult world. Unless values imbibed in schools and colleges were re-inforced in adult life, they could not be retained nor could they become cumulative. Therefore, if education is to be utilised as an agent of change, there must be education for all people at all levels and education must be seen as a continuous process from cradle to grave.

The Education Commission, in its report, referring to modernisation and education has said, "In a modern society, knowledge increases at a terrific pace and social change is very rapid. This needs a radical transformation in the educational system. Education is no longer taken as imparting of knowledge, or the preparation of a finished product, but building up of such essential skills as independent study, and capacity to think and judge for oneself."

This underlies the need for a large-scale programme of adult education ; adult education not merely in the remedial sense but in a positive dynamic sense, in education being a life-long process. In this connection, it would be desirable for us to examine one of the recommendations of the Education Commission. It says, "all educational institutions of all types

and grades should be encouraged and helped to throw open their doors outside the regular working hours to provide such courses of instruction as they can to those who are desirous of receiving education." The commission has also recommended that "a parallel part-time system of education should be created to provide adults with opportunities for taking the same diploma or degrees as students in schools and colleges."

If we accept this, educational institutions at all levels should organise educational activities which will help people to understand and solve the problems. The existing schools should be transformed into centres of social action and utilised as centres of community life. Each school should have a staff member specially designated for adult education. It should be his job, in collaboration with his colleagues to organise educational programmes for adults.

Similarly universities must also set up Departments of Adult Education and conduct courses for adults in the evening or thru' Correspodence. Extra-mural and extension courses could also be organised. In short, adult education should become part and parcel of the educational system providing education to all men and women to serve their various needs. The entire educational system should be an integrated whole looking after the needs of children, youth, adolescents and adults. "Education is the most important single factor in achieving rapid development and technological progress, and in creating a social order founded on the values of freedom, social justice and equal opportunity," and it should be our endeavour, that no individual whatever his age and intellectual achievement, should be denied the opportunity to participate in the creation of this new social order based on freedom, justice and equal opportunity.

ROLE OF ADULT EDUCATION IN URBAN DEVELOPMENT

B. Chatterjee

Life is a saga of man's endeavour to meet a continuous stream of challenges which he faces from day to day. Through his efforts he tries to adjust or seek a meaningful equilibrium between himself and his immediate environment. To the extent he is able to do this successfully, his life becomes happy, harmonious and satisfying.

The purpose of education through the ages has been to prepare a man to refine his capabilities to deal with life situations to his advantage and satisfaction. More specifically, adult education aims to prepare adults out of school situation in preparing and redirecting their goals to harmonise with those of the group, the community and the immediate environment. It also seeks to enable the adult to make his maximum contribution to his own and that of community's welfare.

In a rapidly changing world where a large number of people have been denied the emancipating influence of education through the school system, the task of adult education becomes very important and significant. Such is the case in India and other developing countries which are trying hard to transform traditional ways into modern ones, where there is a shift from rural to urban ways of life and where industrialisation and urbanisation are attracting hoards of migrants from rural to urban areas in search of new opportunities and economic security through gainful employment. The rural way of life is, however, at complete variance with the requirments of an urban mode of life. With the result that we find almost a quarter of urban dwellers in any city eke out an existence in filth, strench and inhuman environment. This is not to say that the new migrants are entirely responsible for this sorry state of affairs, they are perhaps least to blame but there is no gainsaying the fact that their own efforts could make a world of difference in the situation. A good deal of slum condition is certainly due to lack of basic amenities and

civic services for growing urban population but quite a good deal also is due to inappropriate attitudes and practices of new migrants to the city.

The goal of urban development is to pave way for social progress through optimum conditions for human welfare in urban areas and assuring a high standard of living. Thus urban development is an integral part of social and economic development. Physical layout, provision of housing, civic amenities and community facilities constitute the main elements of urban development. This leads to quality environment under which a man lives, works, plays and develops his faculties and potentialities. Over the creation of this environment Man himself exercises or at any rate should exercise, a dominant influence. In the absence of any such intelligent intervention from urban dwellers, a host of social problems—all too well known such as slums, crime, delinquency, prostitution, family disorganisation, ill health, poverty, unemployment and various types of inter-group tensions arise.

The goal of adult education can be briefly stated to develop services and activities which would ultimately contribute to adequate development of adult personality and personal adjustments so as to attain happy home and family life and enable him to lead a healthy, constructive, secure and cooperative community life. Thus adult education seeks to offset the handicap arising out of deprivation of formal school education which educates, informs and prepares an individual to play an effective role in society. It also seeks to re-orientate and redirect his goals and values so as to fit with needs of time and situation as in the case of a rural bred illiterate who finds himself in a highly complex and organised environment. Thus in the dual task of adjusting to urban life and enriching it through his own efforts and contribution, the new migrant as well as the old illiterate dweller need the help of adult education programs.

While town planner, engineers and architects may be able to create beautiful towns, cities, houses and such other physical facilities, it is the adult educator who can educate and refine human participation through his contribution. The first task no doubt is the promotion of literacy among city dwellers as well as among the new migrants. In the case of the latter group the efforts to teach him three Rs should be further reinforced by social education programs so as to prepare him

to meet the various new situations and institutions he is likely to come across in his new habitat. Efforts will have to be made to change his attitude and practices which militate against healthy corporate life and educate him to use services and amenities in a proper and responsible manner so that organised community life is not disturbed through his ignorance or carelessness. Unless the new migrants are integrated into the texture of urban community life, it is futile to expect slums and insanitary living conditions in urban areas improve.

The problem of rural-urban migration is assuming alarming proportions and in despair many people even talk of banning such movements; which of course is clearly untenable. However, what is possible is to make it compulsory to go through a compulsory adult literacy and community education orientation course without which they may not be able to secure a foot-hold in the city. This could also be combined with a program of complete immunisation and periodic inspection of their health records so as to follow them up until they are assimilated into the urban environment through a process of formal and informal adult education. Once he gains literacy and develops an insight into the working of various civic institutions and regulations, he can offer his contribution to the improvement of his immediate environment and protect himself and his family members from urban hazards and exploitation. They would thus be in a position to contribute to social and economic development of his city and thus the nation. Unless we release this vast reservoir of human energy for social change and growth, we can not make much headway towards happy urban life or national progress.

In the light of above, it may be useful to suggest outline of a comprehensive community education and action projectfor urban areas. Selected urban neighbourhoods should be selected for mass education efforts through community development processes. The main object being to launch a massive program of literacy, social education and community action so as to prepare citizens—specially new urban residents—to assume social responsibility towards a better urban life. In designing this type of community education, maximum reliance should be given to local resources and initiative. To efforts should be coordinated with those of other voluntary agencies and

municipal services. The adult educators should function as change agents and provide leadership in action programs for community betterment. Similar experiments should also be launched in new housing colonies, new townships, industrial workers housing estates and such other compact and organised urban areas. The aim should be to wipe out illiteracy from the project area within say 5 years and provide civic education through neighbourhood improvement programs.

The City today is the arch-stone of Man's culture and civilisation, while rapid and unexpected urban development, the hall-mark of modern living. This extensive manifestation of urbanisation has created highly complex problems all over the world. Slums, over crowding, insanitary living conditions, housing shortages, choking traffic arteraries, air pollution, lack of open spaces, inadequacy of basic amenities and facilities like water supply, electricity, sewerage system, proper drainage, constitute the refrain of modern urban life. With the present rate of housing construction and the current back-log of about 13 million houses in short supply, we may have to live with ever deteriorating urban living conditions in India for a long time to come. The only way to arrest this downward trend is to prepare and release intelligent human cooperation through a systematic program of comprehensive community education. The problems of the present age must not be left to the next generation to solve, but we must do our best before the time runs out ; the instrument through which this can be done is adult education. This is our challenge and our opportunity. Let us avail of it.

COMMISSION REPORTS

Commission Report No. I

Chairman : Prof. B.B.Chatterjee

Rapporteur : Dr. T.R. Singh

After some preliminary discussion the group decided to attempt to tackle with certain basic issues and problems directly relevant to the subject matter. It further decided that the entire discussion could be structured into the following sections :

(1) Aim of Adult Education for Urban Development.

(2) What should be the content of this education ?

(3) What sort of methods, approaches, techniques and tools would be appropriate for achieving the goals ?

(4) What are the organizational aspects of the problems ?

I. Aim, Purpose, Goal

There may be very broad aims of adult education. But for the present, with scant resources available for this purpose, attention may be focussed to the needs of the more under—privileged, deprived, and handicapped sections of the urban community. These are the labourers in factories, in shops, in domestic service, self employed labour like—small shop-keepers, hawkers and vendors, and so on. By concentrating attention to this underprivileged, frequently exploited sector, most probably some other people in need of education would be left out. But the question of priority demands that some-thing should be done for them atonce.

Why give them education ? Why make them literate ?

There can be idealized, high sounding aims. There are also many down-to-earth, real-life aims. The group felt that it is this latter class of aims which demands articulation.

1. Give them the knowledge so that they can mitigate a little of their hardships and sufferings.

2. Make them capable of handling their family budget and finances more efficiently.
3. Give a vocational bias to this education. They may see its purposefulness, for giving them some of the things they need, to add to their income.
4. To make them conscious of good health, hygiene, and sanitary laws.
5. Make them responsible citizens—in their neighbourhood, in their job, in their community.
6. Develop a sense of clean, healthy, moral, social values at least in the direction of immunization from many harzards, and exploitation.
7. Make them acquainted with various types of social legislature that concern them.
8. Lay the foundation of the development of a sound, enlightened political culture. Training in democracy and politics in general is largely left to chance—no effort has been spent on training the voter.

Content of Education

The group felt that the subject matter to be taught to the adult should have adult interest. Matter which might be very interesting to children may not be suitable for experienced adults through teaching in literacy.

The necessity of gearing education to the needs of social action was recalled. Here, the absence of a corporate spirit and development of individualism and isolationism as an aftermath of urban life were noted. How can education for adult mitigate this evil. The programme may provide a platform for increasing social contact and corporate spirit. The emphasis that is laid on competitive culture rather than co-operation in the organised urban life, runs counter to the demand of the development of a community spirit.

Another big, almost insouble problem is that of motivation of the adult learners. The group felt that the solution to this difficult problem may be in

(*a*) Making educational programme and content share the nature of recreation for the learners. It was

also emphasised that increase of the recreactional content does not mean making it all play—but the serious things may be taught by what educational specialists have labelled "Playway".

(*b*) By fashioning the course and curriculum to meet the needs of enhancing the skill and competence of the learner, so that economic gain may accure from it, or promotion in the job may be facilitated. Let the adult himself realize what is his gain—preferably in economic terms, from being literate and educated.

(*c*) By giving priority to these topics mastery of which gives him additional freedom from dependence upon others; he can write his own letters, maintain his savings account; make his decision on numerous odd little things. Right type of literature has to be produced on a crash programme basis. Literature has to be of different levels—for the illiterate, for neo-literate and for follow-up work.

Method, Technique, Tools

The need for emphasising pedagogically sound methods, and technique for adult teaching hardly require emphasizing.

The University Adult Education Department can undertake research in developing the right type of matter, suited for different types of people.

The group felt that more important than method is the sincerety of the man who is taking up the job of teaching adults. His personality, his educational qualification, his skill, are secondary to his basic capacity in human relations. If he has it in good measure, half the job is done for him.

Training of instructor of adults is of great importance. Persons who are motivated by desire of service to the community howsoever diluted this desire might be by economic motives have a good chance of success in adult education, poor though he may be in terms of methods of teaching competency.

Organisation

(*a*) Adult Education, in order to reach the masses, has to be taken up both by the Government and voluntary agencies.

(*b*) State Adult Education Associations where these do not exist should be formed atonce, Similarly district and town level adult education associations or councils should be formed atonce.

(*c*) The association should be made as broad based as possible, in the functional and not in the ornamental sense.

(*d*) Training, research, production of literature, follow-up guidance, counselling and consulting functions can be vested in central bodies, at the state or university levels. But actual implementation of the programmes should be as much decentralized as possible. It was suggested that small "Ward Committees" "Mohalla Committee" and smaller bodies could be set up, each looking after one adult education class. People participation in running the adult education programme can be made a reality by forming such local committee, and vesting them with certain functions and powers, traditionally controlled centrally, by the fund giving agency.

(*e*) The idea of mobile training centres, mobile libraries, mobile workshops etc. is to be followed up vigorously.

(*f*) Once the State level, District level, and Town level, Adult Education Associations are set up, they may launch up on a detailed programme for raising funds, specially by tapping certain sources, and seek collection from sources such as :

1. Labour Commissioner
2. Charities Commissioner
3. Welfare Commissioner
4. Chambers of Commerce, Rotary Club, Industrial Houses, etc.
5. Various charitable trusts.
6. Government, Municipal, Local self-Government and Social Organisations.
7. Political Parties.

(*g*) There is a great need for education of the supervisory staff.

(*h*) In whatever plans are taken up for a defined section of the citizens, efforts should be made to find out what the pressing needs for those people are.

(*i*) To make them participate and collaborate in setting up the grass root level organization responsible for looking after implementation of the programme.

(*ii*) Give them, and receive for them, constant feedback from the results of the effort.

The group felt that no plan for education of the adult can ever be successful until the learners themselves understand the why and how of the programme. To make them want education just as they want to have more money, or goods, or bones, is the first task of Adult Education for Urban Development.

Commission Report No. 2

Chairman : Shri P.K. Dhamdhere
Vice-Chairman : Shri N.K. Pant
Rapporteur : Shri J.M. Gadekar

In India approximately one fifth of the total population lives in urban areas. Due to industrialisation number of rural areas are changing their pattern of living and transferring into urban areas. Today there are about 3000 towns and cities in India. The citizens in these areas have to face various social, psychological and economic problems and the problems are becoming more and more complicated as the influx of population explosion increases in the towns.

So there is an acute necessity of Adult Education in urban areas. The adult education has, therefore, to play an important role in improving the physical and material conditions and moral and aesthetic values of the human beings.

Problems

The first problem which arises is the heavy influx of the people from rural to urban areas. This is due to the fact that there is more security for the people in urban areas. Secondly there are more employment potentialities and thirdly there are number of other amenties which may make his life easy and comfortable as compared to the hazards of rural life which he has been facing since long.

The situation has naturally created the problem which can be enumerated as under :

1. Over crowding and slums.
2. Inadequate civil amenities such as insanitary conditions, water shortage, medical and educational facilities, transport, and recreational activities.
3. Adjustment to changed environment. Change in living and working condition.
4. Parochial trends leading to friction amongst the different groups of community.
5. Economic problems – Unemployment and rising cost of living.

Solutions

From the above it becomes evident that the adult education has to play an important and effective role in solving the above problems so that the individual is socially useful, and become an effective democratic citizen.

1. Adult Education programme must be developed to promote welfare work.

2. To create right public opinion for expansion of civic amenities in relation to the urban growth.

In addition to this, Family Planning programme should also be given its due place in Adult Education programme. Its approach should be more of a positive and educational in nature rather than only clincial one.

Though Adult Education is necessary but public opinion has to be created there by compelling the civic authorities to provide adequate civic amenities looking to the needs of the particular area. The people too will have to be educated for cooperating with the civic authorities in maintaining and sustaining the amenities already provided by them.

3. The Adult Education programmes should be suitablv formulated so as to help the person coming from rural areas to adjust himself to the changing urban pattern of living. This can be done through or by arranging extension lectures, correspondence courses, study circles, cultural meets, including sports, tournaments, and film shows etc.

4. Essence of Community feeling could be suitably developed by Adult Education programmes through mass media and social gatherings.

5. The Adult Education programme should be of the type which will help the people to solve their own needs and requirements of life. In other words it should be functional one.

In the end all available resources such as Trade Unions, Voluntary, Social and Cultural agencies, Educational Institutions and leading citizens co-operation will have to be obtained in making the programme effective for the urban development. The solutions of the problems require self-less batch of social workers and institutions who should take us the work with missionary zeal.

Commission Report No. 3

Chairman : Prof. M.M. Begg
Vice-Chairman: Dr. B.D. Sharma
Rapporteur : Shri L.R. Shah

The group was of the view that the following categories of persons will have to be catered for:

(*i*) Domestic servants and Class IV servants.
(*ii*) Small traders.
(*iii*) Manual workers—Factory workers and self employed persons.
(*iv*) Aged persons
(*v*) Women – specially housewives

Adult Education programmes should be:

(*i*) Functional, and
(*ii*) Liberal.

Aimed at—

(*i*) Intellectual development
(*ii*) Physical development
(*iii*) Improvement of Professional skills
(*iv*) Improvement of social environment.

It is necessary that—

(*a*) education is relevant to the needs and interest of the people.
(*b*) suitable atmosphere is provided for study.
(*c*) homogenous groups of people are organised for different programmes.

The group was of the view that it is necessary to take note of the ecological changes that are rapidly taking place. In the years to come there will be considerable shift of population from rural areas to urban areas.

Adult educators will be called upon to help in adjustment of people in the urban areas. The programmes of adult education should be structured accordingly.

Kinds of programmes to be undertaken:—

(*i*) Literacy classes

(*ii*) Libraries and Reading Rooms in different localities.

(*iii*) Courses for professional/vocational development.

(*iv*) Evening classes for working people.

(*v*) Correspondence courses to be reinforced by—
demonstrations
contact programmes
radio broadcasts

(*vi*) Use of T.V. —Satellite-T.V. System.

(*vii*) Programmes for women — Nutrition and foods
— Child development
— Home management

The agencies of Adult Education will be called upon to provide the necessary personnel for carrying out the programmes, who should be specialists in their respective fields.

As far as possible the existing educational institutions or the establishments such as offices and factories should be required to provide accommodation and other facilities for arranging the programmes.

It may be stated that the cities as they develop will be having people of different linguistic areas. Special emphasis should be given to providing facilities for instructions in different languages.

Commission Report No. 4

Chairman : Shri V.S. Mathur
Rapporteur: Shri R.S. Mathur

1. The group took up a few broad points for discussion touching upon methods and techniques of community action, adjustment problems to workers from rural areas in urban setting, content of adult education for urban development, etc. All these points were discussed on the assumption that adult education can provide an all-round educational base for urban development.

2. The group was aware of the fact that the term urban development meant many things of many persons but for all practical purposes, in the context to adult education, development of the urban areas should mean primarily the development of the individual potentialities taking man as the centre of attention. Thus investment in adult education programmes in urban areas for human resource development would certainly contribute to urban development. At this stage the group took up a detailed discussion on a few specific points concerning the workers, who constituted major urban population. These included the social, psychological and econo mic problems of the labour force which normally is drawn from the rural areas.

3. In order to accelerate the process of acculturation, the group felt that the difficulties of the migrant labour force in adjustment with urban milieu should be kept in view. Therefore, they should be educated in such a manner that they develop in them powers of judgment and initiative and capabilities to adjust to the new social order.

4. In considering the organisational aspects of adult education work in urban areas, the group felt that adult education work should be 'mohalla' based with the cooperation and participation of the adult population of the area. It was suggested that organisations at the mohalla level should be developed in such a manner, that they form into a federation of mohalla committees at a higher level. In this connection a few programmes were suggested like the setting up

'Citizens Councils' or 'Citizens' Advisory Bureaus' for giving all kinds of counselling to the urban population. Creation of 'Volunteer Corps' for rendering service and conducting adult education work in urban centres could be another possibility. Need for healthy recreation, which also had educational bias was badly needed in urban areas. In planning the programmes, therefore, the adult educators must be guided by the fact that these should be *need* based and *interest* based. Then only will they contribute to urban development through maximum participation and utmost utilization. Towards this end, it was pointed out that the most accepted technique of community mobilization could be an initiation of some humble programmes with one or two items in the area of operation. When these programmes yield good results, other programmes would automatically follow or may rather be demanded by the public. This would engender the faith of the people in adult education work and give them a feeling of conviction about their worth and utility, thereby leading to an assured cooperation for social action. This point of social action is a *sin-qua-non* for adult education work and was very much emphasized by the group. In this context it was pointed out, that the workers had to be equipped with such a knowledge as may help them in their day to day life both at home and for outside adjustment. They will thus, be acquainted with various steps so necessary for scientific and social mobilization of resources for successful carry through of the programmes.

5. The group felt that while it was proper to think of ways and means for motivating the people for urban development work it was equally worth while to see that the workers should sustain the work initiated by them in the face of difficulties.

6. The group further discussed the role of media of communication in promoting group action. While it was pointed out that the modern media of communication had a definite place in urban development, the folk media could not be ignored. The group stressed the need for utilising the folk media of communication for educating such groups of population like workers in instilling in them values of social responsibility and character development.

7. The group emphasized the need for coordination of efforts and activities of various agencies in urban development.

This would minimise duplication of work and ensure promising results by concerted efforts of the participating organisations which may not tackle the problems singly. In this task of cooperative endeavour, organisations like the trade unions, schools and colleges and other welfare bodies, could work together to create a congenial atmosphere for the promotion of adult education work and thereby contributing to urban development. In this connection it was suggested that local bodies like the Corporations or Municipalities should have special budget for adult education by raising special funds. Such steps could lead to a planned social change so necessary for urban development.

SYMOSIUM ON

ADULT EDUCATION

AND

GREEN REVOLUTION

ROLE OF ADULT EDUCATION IN THE GREEN REVOLUTION

J. C. Mathur

Though the term green revolution is popular, it is little premature to use it for the transformation of agriculture that is currently taking place in India. It is a revolution all right but its results which is what the word 'green' connotes have still to be sufficiently widespread and stable for this term to be used. In examining the question before us it will, therefore, be more appropriate to consider the extent to which adult education can contribute towards making the current transformation of Indian agriculture a widespread experience and putting it on a firm and long-term footing. In other words, we should consider why adult education becomes a more significant factor in agricultural development at this stage than it was in the initial stages of the change.

The initial stage of the new agricultural transformation was primarily concerned with break-through in the genetic development of seeds, brought about by agricultural research scientists. The genetic improvement has been based upon the adaptation of certain exotic dwarf varieties of cereal seeds to Indian conditions. These have two principal characteristics, namely, they are high yielders (4 to 5 times the indigenous varieties) and they do not 'lodge' (thus preventing heavy losses of grains resulting from the drooping of plants). The research scientists have one other major achievement to their credit, relevant to the 'revolution'. Apart from high yielding varieties, they have been able to develop short duration crops, both cereals and non-cereals. For example, as against the old 180 day maturity, there are now paddy crops of even 100 days maturity. Moong dal, which can mature in 3 to 4 months, even sugarcane of short duration maturity and a number of wheat varieties that ripen fast,—all these have completely changed the outlook of the farmers because they can now attempt to obtain two or three or even four crops from the same land. From multiple cropping to relay cropping is the latest slogan and the potentiality of small plots of land is tremendously increas-

ing as a result of such cropping patterns. It so happened that the evolution of high-yielding and short duration varieties occurred at a time when cereal prices were favourable to the farmer. The incentive of prices stimulated interest in the results of the research leading to higher output.

That was the initial stage of the agricultural break-through. The second stage was a sharp awareness among farmers of the value of those aids to production which in the past were not so meaningful in the absence of such new varieties. These aids are additional resources of water (ground water through tubewells), chemical fertilisers and pesticides. All the three were known before. The revolution came in the attitude of the farmers towards these aids or inputs. This is because the new varieties can succeed only with heavy dosage of fertilisers ; heavy dosage of fertilisers calls for assured water supply and the lush growth resulting from the application of fertilisers and water call for plant protective measures. A contributory factor in the new awareness of the immense value of ground water and other inputs was the countrywide drought in the years 1965-66 and 1966-67. In a sense the drought was a blessing in disguise for it forced many farmers to turn to alternative sources of water and to new seeds and scientific practices for which research was already preparing the ground.

The third stage of modernisation follows from the two earlier stages and is equally significant. Investment on the inputs became worthwhile for the farmer because of the heavy and assured return from the new crops. What is more, such investment became meaningful even in small holdings of say 3 to 5 acres each. Thus even a small farmer can look forward to a margin of profit from the investment that he makes in production. This led to a big increase in the demand of farmers' credit. Not only were the traditional credit agencies such as the cooperative societies roused into action, the commercial banks also began howsoever haltingly, to operate in some rural areas, to assist the farmer in getting the inputs. The overall result of these operations is that the farmer has begun to think in terms of investment agriculture which is different from the traditional concept of subsistence agriculture. The uncertainties of the monsoon are still dominant factor. But wherever water resources are available regardless of the

vagaries of the monsoon, the concept of investment agriculture is very much a practicable proposition.

It is necessary to understand these three stages that constitute the substance of the 'green' revolution in India. It is at this phase that the fourth stage of agricultural revolution namely, the communication of the new technology as well as of the implications and practices of the new agricutural economy to the primary producer has to emerge as a sustaining and extending factor. Can research, inputs and credit by themselves sustain agricultural transformation over a long period in the five lakh villages of India ? Can the practice of new technology be adopted, the access to the new inputs achieved and the utilisation of the new credit ensured for the 60 million holdings in this vast country without education of the producers ? Hitherto the general belief of scientists and programme planners has been that adult education including literacy are a desirable aid, but by no means essential elements in the new agricultural strategy. Much of the training has been treated as an auxilliary activity, not necessarily in the main stream of the production programme. But the problem is far more complex and it is necessary to analyse at this stage some of the complications that may arise if adult education does not step in at this stage of the "green" revolution.

The first complication is caused by what some American sociologists have called "replacement of the jajmani system by the money economy". By the jajmani system is meant the services in kind which the smaller tenant and the agricultural labour and craftsman use to provide to the bigger farmers. With the increased potential of the small holding the rendering of such services is becoming redundant. The bigger farmer therefore may wish to mechanise fast. The small farmer will, therefore, have to be quick about the learning of the new technology and adopting new sources of income, such as multiple cropping and subsidiary actitivies *e.g.* poultry, piggery, milk production etc. If early action is not taken to carry the technology and to provide the credit facilities and information about these facilities to the large number of small farmers and agricultural labour, there will be a transitional phase of tension between agricultural labour and the medium size farmers. The extension of the programme through the medium of education and training is therefore going to be a critical factor in the coming years. It

was different in countries like United States where farm holdings were large and information could be sought by the big farmers on their own initiative. In a country where 70% population depends upon agriculture, there cannot be a switch-over to the large mechanisation farm. On the contrary large multitudes would continue to live on the land. They will seek equality of opportunity. The aim of education and literacy movement can be to provide equal opportunities to the rural people for participation in agricultural development. Such equal opportunities alone will sustain the production programme in the future.

There is another complication too. The mechanisation of agriculture is the first major step towards bridging the widening gulf between urban and rural life. The agencies in this process are the personnel of government offices, local rural institutions, banks, shop-keepers, businessmen and non-Governmental organisations of various kinds. Most of them are men with some sort of education and certainly literacy, and yet this process of the pressure of a developing rural sector upon the urban sector is demonstrating the inadequacy of their education, their skills and their attitude. Never before was it more necessary to inculcate a general understanding of psychology and sociology among personnel who are to operate in the villages. Again it is in such a situation that the use of the techniques of communication become relevant not only to the professional educators but to all those who have to operate among or with the villagers. Adult education thus becomes a critical factor in the bringing together of the village and the market places.

Another complication that needs to be reckoned with is that the Indian farmer (or fishermen, or poultry men or cattle, farmer etc.) has no institution of his own as a reference centre, as a source of information, as a forum for exchange of information and experience. Not only is there no farmers' lobby in the country there is no farmers institution. Consequently, it is the politician and the administrator who become his spokesman subject to their own convenience and requirement. But the revolution in agriculture cannot be sustained over a long period in the absence of an institutional framework that does not depend upon the fickleness of political expediency or the remoteness of administrative mechanism. How is such an

institutional frame-work to develop ? One would have expected the Community Development structure to serve this purpose ; but in its very nature the community development structure is a multi-purpose organisation concerned with many things and liable to be dominated by the political rural leadership. In any case, though it has provided a good framework for local rural self Government, the Community Development set up cannot be depended upon for professional level and intensive agricultural organisations. How then is such an institutional frame-work of farmers to arise ? One answer may well be through Adult Education. Scientific research in agriculture is moving fast and practically every month new seeds, new practices, new machinery and new perils to crops are coming to light. In such a situation communication and training (for which a composite term is Adult Education) will increasingly become a basic necessity for farmers. For these subjects they will need to have a baseline of their own, a continuing institution of their own. This may be a club or any other kind of institution where in an atomsphere of equality, freedom of expansion and exchange of opinions, they can engage themselves in a process of self-study. If such small circles or groups emerge they will be a continuing factor in the process of transformation. Eventually, they might well become the professional level Organisational Unit of the primary producer. These Professional level Primary Units can, in the course of time, coalesce into federations for various regions. This is just the time to make a beginning of such a process. If it is not done the Green Revolution map drift into aimlessness and be tossed about by rumour, conflict of interest and want of moorings.

The above analysis of the role of Adult Education in (*a*) stablising the agriculture break-through and (*b*) in carrying its influence and operations extensively over large areas and multitudes would be an academic exercise unless those who have been concerned with general Adult Education undertake practical programmes of implementation which can convince scientists and programme planners.

The broad frame-work of Adult Education in the transformation of agriculture is explained below :

(1) Training of primary producers *i.e.*, farmers, fishermen, poultry-men, cattle farmers, etc. Adult Education for these large groups of producers has

to consist mainly of an instructional programme which has to be (*a*) composite, and (*b*) production oriented. By production oriented is meant not just the giving of instruction on matters which concern particular kind of production but the provision of on the job training without taking away the learner from his work so that he can simultaneously use the new skills in the various stages of his production operation. This Adult Education has to be composite in the sense that it has to continue demonstrations on farmers' fields with other devices such as training camps, talks, audio-visual methods etc. Moreover it is to be linked with the supply of the inputs such as fertilisers, machinery, pesticides so that the farmer who buys them learns their proper use. The exercise of preparing the plan of one's own crop or other production operation should also be part of this education. Another skill which has to be imparted is that of dealing with personnel who are to supply the inputs or those who are in Government responsible for extension and administration. Under the impact of the new technology agriculture is no longer to remain a simple affair based on common sense and traditional wisdom. Therefore a composite training programme for farmers has to embrace such diverse and modern skills as the skill of keeping accounts, writing applications and above all an in-sight into the price mechanism and the market behaviour. For the young and the more energetic element among the primary producers, there may have to be more specialised training in processing and mechanical operations, storage etc. The setting up of Groups of Farmers based around demonstrations and discussions is of course an essential element in training programme.

(2) Adult Education for farmers, fishermen, etc. cannot be planned on territorial basis. It has to be organised for specific production programmes, and mainly for localities and areas where such specific programmes are undertaken. People concerned

with general adult education programmes are used to organising adult education in terms of districts and sub-divisions or in terms of schools and institutions. What is here suggested is that they should examine plan schemes of the various regions and identify those schemes in which training and adult education can and should be a critical factor. The Fourth Plan has schemes like Intensive Agricultural Development Programmes, Small Farmer's Schemes, Intensive Cattle Development Programmes, Dryland Farming, Intensive Poultry Development Programmes, Command Area Development of Irrigated Regions, special projects for ground-nut, oil seeds etc., service centres for Agricultural Machinery, Inland Fishery Development etc. These specific schemes are dotted all over the country in different areas. The adult educator has to identify schemes in which he may be interested and locate the points at which adult education would be introduced.

(3) Functional Literacy for the primary producer is a highly complex and sensitive instrument. Old notions about primers and the six-month duration training in literacy have to be discarded. The adult educator should consider the preparation of vocabulary for specific production programmes and treating that vocabulary as the vehicle as well as the bait for literacy teaching. It can be meaningful only if the learner can apply simultaneously what he is learning. Of course, the bigger horizons of literacy will open out once the learner has got acquainted with that part of it which is of immediate utility to him. But the first thing is immediate utility.

(4) As has been stated earlier in this paper the role of adult education is as significant for personnel concerned with production programme as for the primary producers. Personnel training has hitherto been organised in a rather fitful manner by governments both central and the states. Their schemes have been largely for government officials.

Beginnings have recently been made of training programmes for personnel concerned with agriculture in business, industry and in banking. But neither universities and colleges nor non-governmental adult education institutions have entered this field except in a marginal way. Perhaps, this is because people with knowledge and experience of agriculture have not been initiated into the philosophy of adult education and are not yet admitted into the inner circle of the adult educators. It is also a fact that people in government, business and industry occupying high positions have, in India at least, to be persuaded to accept the importance of adult education for their personnel. It need hardly be pointed out that learning today is a life-long process for people in all vocations. In the field of agriculture most professions tend to get out of date and in order to keep pace with the latest discoveries they need to be exposed repeatedly to training and educational programmes. Moreover, the personnel who have to organise programmes of distribution of seeds, provision of credit, demonstration of fertilizers, arrangement of marketing, have to acquire the skills of planning programmes, implementing them and coordinating with other agencies. These in themselves are highly specialised skills today. In India implementation of many a well planned production programme runs into difficulties for want of attention to details of coordination and synchronised action. Adult Education for personnel has to emphasise these skills.

(5) The agencies for adult education both for farmers and for those otherwise connected with agricultural development may have to be multifarious and both governmental and non-governmental. Hitherto, most of the work in this field has been done by governments. It has to be examined what contribution non-governmental organisations can make to adult education for the green revolution and in particular in what way a connection can be established between general adult

education and that specifically for the new agriculture. In other words, the position of the various non-governmental organisations engaged in general adult education activities has to be determined in the framework of agricultural development. One approach could be to assign to such non-governmental adult education organisations specific work of functional literacy and of the training of personnel in the skills of communication and audio-visual techniques. These institutions have experience of this kind of activities and could, therefore, make their contributions in a field in which they have the capability. Under such an arrangement, however, it will be necessary to have proper coordination between the non-governmental organisations and the governmental agencies responsible for production and extension and supplies to farmers. This is because, as explained earlier, the training is to be provided at various stages of the Farm Operations and supply of inputs. Practical difficulties have been experienced in achieving such coordination in the experiments conducted so far. The other approach could be that the non-governmental organisations should themselves organise production-cum-training programmes. In so doing they will have, in the area chosen by them, to apply themselves not only to the skills for which they have the capability (*e.g.* literacy, communications etc.), but also to various aspects of production. They may not be able to operate over a large area but whatever little they do it will be a more self-contained undertaking and within their limited sphere they would be able to gain a first hand insight into the elements of a production programme and thus bring about that synthesis between production and transmission of information, attitudes and skills which will make it a complete adult education experience.

(6) Another aspect of adult education and the green revolution is the education of the urban people and the intelligentsia in agriculturul matters. The life of the big cities as well as the small towns depends

very much upon the tempo and extent of agricultural development in the rural areas. Yet not much has been done for the understanding of the problems of agriculture. Fantastic notions about poverty, backwardness and conservatism of the farmers still prevail among many town people. Vague notions about the position of the small farmer and the landless labourers based upon out-of-date notions are also not uncommon. Documentary films on agricultural development shown in the cinema houses are not specific enough. Lately, some newspapers have introduced the columns on farmers. The Radio has regular programmes for farmers and rural communities. However, by and large, the various media of information are dominated by urban and political issues. In the courses taught in schools and colleges there is very little attempt except in specialised institutions, to acquaint the future citizen with the problems of agriculture, fisheries, poultry, cattle development etc. This is a big gap in our education system. In the circumstances, it will appear to be one of the tasks of adult education to provide to the towns people opportunity for improving their knowledge of these issues, to discuss the problems and to express views. This will make for harmony in national life and would also contribute towards bridging the gulf between the city and the village. In this process,non-governmental institutions concerned with adult education have a very significant role to perform.

For the first time in India and other developing countries agriculture is becoming as specific, as goal-oriented and as investment-based as industry is. Undoubtedly, this attitude is the harbinger of a revolution. Those who are concerned with education would he judged by history in the light of their own initiative at this juncture in carrying forward the potential of the coming change to its logical fruition. The old concept of intellectual enlightenment being different from production enterprise based upon physical work has to be discarded. Today's agriculture is a challenge as much to the intellect as to physical effort. Therefore, education is germane to its progress,

ROLE OF ADULT EDUCATION IN THE GREEN REVOLUTION

Bishwa B. Chatterjee

A recent article* on Green Revolution starts with this sentence : "Even the sceptics can no longer deny the reality of the green revolution". I wish the author also did not fail to point out that the green revolution has substantially contributed to the existing social-economic disparities in the countryside. The income of those who owned land and who could pump in sufficient economic input essential for farming with any high yielding variety of seeds have definitely increased. This is in proportion to how much land could be brought under the plough under this program. Those farmers whose landholding is small hardly have the extra economic wherewithal which is an essential concomitant with sowing of almost any high yielding variety of seed—be it rice, wheat, maize or what not. Those who have no land of their own have been left mostly high and dry untouched by the sudden increase of affluence around them.

Share-croppers are not in too much of a happy mood, having to remain satisfied with only a fraction of the enhanced product of their labour. The fate of the farm labourers has proved to be uneven : the big boom in the daily wage of farm labour in Punjab (going to Rs 15/- per day) and Haryana is a great contrast to the prevailing two to three rupees in many parts of Bihar, Andhra and Tamil Nadu.

Viewed in this perspective, certain logical premises can be formulated for spelling out the role of adult education in this green revolution. I shall briefly point some of these premises.

First and foremost, I may point out that I am very much against the current usage of the term "green revolution". It is a misnomer, and successfully conceals a sordid aspect of the transformation that is supposed to be in the offing. Can we call it a revolution, which benefits only a section, and that, a

*Ramaswami, K S , The Green Revolution—Challenge for the Seventies, Times of India, September 10, 1970. p. 6.

more privileged section of the people, and leave the rest more or less untouched by it ? I shall agree to allow this exalted nomenclature to it when it has touched the life pattern of most, if not all, farmers of the land. And, here perhaps adult education can play some fruitful role.

Following this line of argument we will see that in order that awareness, knowledge and information about the various technical aspects of the high yielding varieties farming program reach the lesser advantaged sections of farmers (including share-croppers), the character of adult education, and literacy program has to undergo a sea change. Much of the content of adult education has to draw from the subject matter of the high yielding varieties program. And here the entire adult education program faces a challenge: the adequacy with which it meets this challenge, will be reflected in the extent of success of the high yielding varieties program but also will enrich and rejuvenate adult education program itself.

The first step in this direction has to be a deliberate vocationalization of adult education—in the core of which will be the various sound cultural practices which are inseparable parts of not only the hyv. program but all scientific farming. Just to illustrate with an example, which will appear trivial to my agricultural expert friends : scientific farming invariably consists of "a package of inter-connected cultural practices"—what we call "syndrome"—applies to it. It won't do to have only a good seed : the right amount of fertilizer, the right irrigation, the proper dosage of pesticides and fungicides, and so on, are all inevitable and indispensable ingredients of an entire chain of operations. Adult education program has to emphasise this "package" aspect of the hyv. program, as this tends to be neglected. The next point follows almost as a corollary : lessons have to be devised not only on the high yielding variety seeds ; but no less important is treatment of the seeds ; the same remark applies to pesticides and fungicides ; irrigation ; fertilizers and manure, and general knowledge about agronomy and mycology.

Even at the risk of repetition I will like to point out that today what the farmer needs most is not the knowledge so much that there exists high yielding varieties of seeds using

of which can increase his crop production anything from 2 to 4 times. Even the poorest and most illiterate farmers know about these seeds. But have extension agents taken the same amount of pain to emphasize the importance of correct package of cultural practices ? This is a weakness of our farmers' education which can be remedied through adult education program.

Today the grain output of our country has exceeded or at least touched the 100 million tonnes mark. What extent of this success is due to high yielding variety seeds, what extent to intensive and scientific cultural practices, and how much to the kindness of the rain-Gods ? There is very inadequate appreciation of the crucial reality, that without assured irrigation, and substantial amount of fertilizer, sowing of high yielding seeds alone may mean little addition to production ; sometimes it may mean disaster to the farmer. Programmes of adult education have to be geared to this end—giving the best to the farmer, and saving him from avoidable risks and calamities.

I will also plead for a vigorous program of proper soil testing, and dissemination of the results of such testing to faımers as widely as possible. Just as research can devise simple kits for elementary soil testing, educational program of adult farmers may be woven round such testing. Is it so difficult to give the basic ideas of acidity, alkalinty or salinity of soils to farmers, if not of such concepts as pH value, organic and inorganic acids, etc. ? Without being an agricultural expert, I will prophesy that the hyv program has a poor future unless it is linked with a vigorous, intensive soil mapping program for the entire country.

There is a good scope for writing a whole set of literature for neo-literate adults on topics along lines mentioned above. Other media of mass communication are being pressed into service for the same purpose. The hyv. program offers an opportunity for a rejuvenation of the entire adult education technology. The ends of making adult education functional, imparting a vocational bias to it, of making the hyv. farming progam the central core of it. The farmers are eager to know about these wonder seeds and the bumper productions. Let that eagerness be made the starting point for not only giving

him some useful knowledge, but also make him a more educated man, a better man, a more contented man.

We have got an unenviable faculty of spoiling, vulgarizing or making a mess of some of the best conceived plans of total development. We made a mess of the Vana Mahotsava; we made a farce of Basic Education; the community development program left the larger core of the community—the masses of deprived, handicapped farmers—at the same predicament as before; the gramdan movement of Vinobaji has turned to be paper gramdan; the Zila Parishads of the largest state in India stand superseded, such is the success of the Panchayati Raj.

Let us coolly think where did we go wrong in these soundly conceived programs and movements? Let the "green revolution" be spared the fate of its predecessors, through its prudent marriage with the adult education movement.

COMMISSION REPORTS

Commission Report No. I

Chairman : Shri K.C. Jain

Rapporteur : Dr. T.R. Singh

The group discussed the subject under the following heads :

1. The guidelines for the orientation and training of the farmers ;
2. Agencies for the implementation of the programme for the education of farmers;
3. Training of the educators;
4. Techniques for the education of the farmers.

1. The group was of the opinion that the course content should be tailored according to the needs of the farmer and his education should be composite and compact. The group agreed that if a farmer is to make his contribution in accelerating the process of green revolution, he must have the knowledge of :

General Subjects :

(*i*) Basic outlines of agricultural development in the Fourth Five Year Plan.

(*ii*) The names, addresses, and functions of various agencies at various levels which can provide him services, relating to supplies and information. During the last few years or so a number of agencies have been created at Government and non-government level which provide a wide range of services to the farmers. These agencies include Warehousing Corporations, Food Corporation of India, National Seeds Corporation, Fertilizer Corporation of India, National Cooperative Development Corporation, National Cooperative Union of India, etc. Therefore it was suggested that due emphasis should be given on this point.

(*iii*) The knowledge of the working and services provided by various types of cooperative societies in the field.

(*iv*) The sources from where credit and inputs can be secured.

(*v*) Outlets for the marketing of these products ensuring a fair return to him.

(*vi*) Other sources of marketing intelligence.

Technical Subjects:

(*i*) Criteria and techniques for determining as to which crops shall bring the best return as applicable to the agro-climatic conditions in which he is operating.

(*ii*) Knowledge of improved seeds and their suitability.

(*iii*) Use of nutritional inputs like the quality, quantity to be used, the time of application, safeguards, etc.

(*iv*) Protective inputs—identification of the disease and the insecticide etc. to be applied—when and how.

(*v*) Irrigation.

(*vi*) Use and repair of necessary machinery.

(*vii*) Bed making and channel making.

(*vii*) Harvesting operation.

(*ix*) Marketing, storage, wherehousing and processing.

2. *Agencies for the implementation of the programme for the farmers.* The group was of the opinion that instead of creating new agencies, proper use may be made of the existing agencies and personnel. The agencies can be divided into three groups :

(*a*) *Official agencies for educating the farmer in the technical subjects*, that is, staff of the C.D. Block including the B.D.O., Agricultural and Cooperative Extension Officer, Cooperative Educational Instructors, specialists from Agricultural Departments, I.A.D.P. Organisations and Irrigation experts.

(*b*) *Non-official agencies for general subjects* : This may include progressive farmers, Krishi-pandits, dedicated agricultural graduates, school teachers (agriculture).

(*c*) *Non-official agencies for general subjects :* Panchayat secretaries and office-bearers of cooperative societies, members of youth clubs and members of other voluntary bodies located in the local area and interested in agricultural development.

3. *Training of educators* (Resource persons).

A trained cadre of persons is very important for implementing any educational programme. Since the programme proposed to be implemented commands a very high priority therefore it is necessary to ensure that a large number of trained persons are available and their training is not only integrated but also enables them to make the best use of it in the field conditions. The following methods were suggested :

(1) A combined camp at the district in which may participate all the aforesaid categories of trainers for about 5 days. After that the persons required to educate the farmers in technical subjects may receive intensive training for 7 to 10 days. The group was of the opinion that the duration of the camp can be modified according to the local conditions :

(*i*) Continuous supply of literature incorporating latest developments in agriculture and allied subjects.

(*ii*) Field visits of short duration in the adjoining districts.

(*iii*) Supply of adequate simple but effective teaching aids.

(*iv*) Actual sowing, harvesting and other operations in the experimental farms.

(*v*) Orientation-cum-refresher courses at suitable intervals.

(*vi*) Frequent meetings of all the trainers for the discussion of day-to-day problems.

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On the subject of coordination the group felt that it is too premature to make any recommendation in this behalf because there are many contingent factors involved in it.

4. *Techniques for the education of the farmers* : The group was of the opinion that the techniques to be adopted depend upon local conditions and interests and motivation the programme is able to generate. The following techniques were suggested but the group emphasised that the combination of techniques to be adopted can be left to the educator.

1. Introduction of the subject through lecture discussion method.
2. Information by the instructor with illustration with the help of suitable visual aids.
3. Demonstration on pilot and experimental projects.
4. The operation of the machinery by the participant.
5. Study circles for discussing the problem and follow up measures.

Commission Report No. 2

Chairman : Shri N.K. Pant.

Rapporteur : Shri B.R. Vyas

The members of the Commission discussed the role of Adult Education in Green Revolution. It was noted that the new agricultural strategy is based on the application of scientific and technical knowledge to agriculture. It has demonstrated successfully the possibility of break-through in our agricultural system which has been stagnant for a long time. The implementation of Intensive Agricultural Development Programmes (IADP) and High Yielding Varieties Programme (HYVP), if sustained, stabilised and extended to larger areas is bound to bring about Green Revolution in the Seventies.

2. The Commission felt that as the majority of farmers were having small holdings it was not possible to seek for the new techniques by themselves. In view of this they will have to be assisted in the application of new techniques of agriculture. For this the group recommended that institutions like the professional organisations at the farmers level will provide vital link between agriculturists and the scientific know how.

3. It was the considered opinion of the group that skill farmers are suspicious of the schemes sponsored and implemented by the governmental agencies as they lack the requisite direct bearing on their felt needs and the conditions in which they work. The group recommended to work out and implement the programme through voluntary agencies in close cooperation and coordination with various governmental agencies working in the field of agriculture.

4. The Commission discussed the usefulness of functional literacy in the context of agriculture development. The group agreed that functional literacy should be need based. The group recommended that this programme be so formulated as to help the farmer in maintaining accounts of the loans and their repayments, drafting applications to various agencies for financial and other help, and finally to

prepare a comprehensive farm plan including his requirement of credit and other inputs.

5. The group recommended that the adult education should include a three-fold programme, namely :-

(*a*) Training of adult educators in farm practices.

(*b*) Orientation of the farmers including women in agricultural practices.

(*c*) Mobilization of mass media, *i.e.* radio, film strips, exhibitions, posters and magazines for dissemination of information and knowledge. It was suggested that in local newspaper a farmers column may be introduced for this purpose.

The Commission recommended the utilization of the services of fresh agricultural graduates for the purpose of demonstration-cum-training programmes on the lines suggested in the IADP & HYVP. This will help the farmers in imbibing confidence in new agricultural techniques and it will also go a long way in giving a sound and practical basis to the fresh agricultural graduates in understanding the practical and intricate problems of agriculture.

6. Finally the need for preparation of suitable literature was also considered by the Commission. It was felt that literature will have to be prepared in local language specific agricultural operations. This can be effectively achieved by utilising the services of experts in the field of agriculture, adult education and research.

Commission Report No. 3

Chairman : Prof. M.M. Begg

Vice-Chairman : Dr. B.D. Sharma

Rapporteur : Shri L.R. Shah

1. "Three years of fair to good monsoons and the repetition of the term "Green Revolution" have lulled some leaders into complascency".

—Indian Agriculture into the 1970's

2. Undoubtedly there has been considerable increase in food production during the last few years and the country has been moving from conditions of food shortage to a position of near plenty. Indian farmers have begun to move from the level of subsistence farming to that of commercial agriculture.

3. The following characteristics still dominate Indian agriculture and act as deterrents in raising the output :

(*a*) Small and fragmented land holdings.

(*b*) Increase in the size of families dependent on agriculture resulting in under-employment and non-employment.

(*c*) Uncertainties in yield and income from farms because of want of adequate irrigation facilities and dependence on vagaries of monsoon.

(*d*) Mal-nutrition and under nutrition of human and cattle population and limited supply of soil nutrients.

4. Some events which embolden us to face the future with greater confidence :—

(*a*) Increased use and availability of chemical fertilizers.

(*b*) Birth of science of genetics making it possible to raise new plant types to meet specific needs.

(*c*) Discovery of pesticides and plant protection devices and disease resistents.

(*d*) New concepts of farm management such as better methods of water management and soil conservation and adoption of new techniques of tillage.

(*e*) Reduction in the span of time taken in growing crops so that two crops can be grown in a season where formerly only one crop was grown.

(*f*) Scientific rotation of crops.

(*g*) Multiple cropping—this helps in meeting seasonal unemployment or under employment.

5. It is said that India has almost arrived in the matter of food quantitatively. Perhaps in the near future we shall be able to produce food in quantities sufficient to meet the needs of our population. But a great deal remains to be done in regard to improvement of the quality of food *i.e.*, improving nutrition supply.

Besides, the people have to be made nutrition conscious, specially the housewives.

Objectives for Adult Farmer Education in Agriculture

6. The primary objective is to help develop the ability of the farmers through systematic instruction to solve their problems intelligently so that they may perform the manipulative jobs needed and make their farming interesting, challenging and profitable :—

(*i*) To develop abilities of farmers to use upto-date approved practices and packaged programmes in farming.

(*ii*) To develop abilities of farmers to manage their business more effectively.

(*iii*) To develop abilities in food production and conservation.

(*iv*) To develop abilities in purchasing supplies and marketing of products of their farmers.

(*v*) To develop abilities to select and use agricultural equipment effectively.

(*vi*) To develop abilities for making their farms better places to live.

7. With the introduction of High Yielding Varities Programme, farmers are required to remember details of the

practices to be followed for all the crops grown. They should have minimum and appropriate records and farm cost return budgets. For keeping these records farmers must possess the ability to read, write and calculate to atleast minimum level.

8. Expenditure on education should be viewed in two ways. One is to regard education as a social service. The second is to regard education as an investment in the human resources, as an input which would contribute to greater social and economic development. *Education should be viewed as an input in agricultural development.*

9. The group is in total agreement with the views enunciated by Shri J.C. Mathur in his paper regarding the frame-work of adult education in the transformation of agriculture :

(*a*) Training programmes should be production oriented and composite.

(*b*) Adult Education for farmers should be organised for specific production programmes.

(*c*) The Adult Educator should consider the preparation of vocabulary for specific production programmes and treating that vocabulary as the vehicle for teaching.

(*d*) Personnel training for those engaged in farmers' education should be organised.

(*e*) Non-governmental agencies can play a vital role in the education of farmers.

(*f*) It is of great importance that the towns people are provided opportunity for improving their knowledge of these issues, to discuss the problems and to express views. This will make for harmony in national life and would also contribute towards bridging the gulf between the city and the village.

10. The group wholly agreed with the statement of Shri J. C. Mathur, "Todays' agriculture is a challenge as much to the intellect as to physical effort. Therefore education is germane to its progress".

Commission Report No. 4

Chairman : Shri V.S. Mathur

Rapporteur : Shri R.S. Mathur

1. The group started the discussion by taking some points covered in the talk given by Shri J.C.Mathur on the 'Role of Adult Education in Green Revolution'. In his talk, Shri J.C Mathur made a reference to the setting up of organisation of farmers at the primary producer level so that these organisations become a continuing factor in the process of transformation of agriculture. He, further, highlighed that it could be a centre of mutual assistance to the farmers and could act as an active lobby and a multipurpose coordinating body free from political influence at the same time promoting rural local leadership for rural self government. The group was in agreement with the above thesis and strongly endorsed the views expressed by the learned speaker.

2. Another point raised in the talk relating to the composite stretegy to be taken in promoting green revolution was also greatly appreciated and it was particularly stressed that in this task all categories of people in industry, education, government should take interest and join their efforts. It was further pointed out that the emphasis should be given on training and educational programmes for rural people through the use of communication media and on-the-spot training programmes with minimum use of class-room instruction. This will, obviously, require coordination of activities of various specialists and organisations for providing well-thought out programmes for distribution of seeds, provision of credit, demonstration of fertilizers, marketing arrangments etc. In all these activities educational component has to be given its due place and Adult Educators have this challenging task to carry.

3. The group felt that while specialized educational programmes for new agricultural practices are very necessary, over-emphasis on them, at the cost of general education may have serious repercussions. The aim should be to make Man

the master of technology rather than to make technology the master of Man. Therefore, general education programmes must find their due place in any programme aiming at increase in production, in making them aware of the problems of agriculture due to technological advance and widening their outlook. Bereft of general education any other form of training in agriculture alone may increase knowledge of technology subserving to the interest of man. The adult educators are concerned both with farmer as a farmer and farmer as a man and so both aspects need careful balancing. In this context, the educational experiments of Danish Folk High Schools and Mysore Vidyapeeths were cited as good examples.

4. It was felt by the group that the problems of education of the tribal agriculturists were quite different from others. Therefore, adequate emphasis has to be given in drawing them into the mainstream of agricultural revolution by taking appropriate adult education and training programmes for them.

5. Two different opinions were expressed in the group on the question of adoption process of new agricultural practices and a break-through in agriculture from traditionalism to modernity. One view was that if proper communication media were used and continuous efforts were made to disseminate new knowledge on agriculture and expose the agriculturists to new research the effect on the agriculture would be tremendous. Another view was that due to sociological factors agriculture was caste-bound and the values and attitudes are 'interiorised' within the rigid caste structures of the farming community which determine their approach to agriculture in a, rather, parochial manner. However, it was felt that the change in attitudes and values though not so easy as is sometimes thought, is essentially a concern of educationists and psychologists and if proper and careful attention is given in planning adult education, programmes for rural development, not only will agriculture progress but also help in emerging a modern way of life.

6. Lastly, the group took note of the fact that there was no substantial gain for the landless labourers, sharecroppers, tenants etc. from the existing training programmes because after training they can hardly apply their newly acquir-

ed skills and knowledge. Institutional changes were, therefore, probably needed to protect this vuluerable group. At the same time, the immediate need is to have some differential approach in organising educational programmes for them (different from those meant for landowners and cultivators). Thus, in order to be active partners in the green revolution, the landowners, the landless, the tenants, the share croppers etc. all have to be educated for dissemination of knowledge and change of attitude and for inducing them to adopt newer techniques and practices of agricultural production. In this educational endeavour, adult educators have to contribute their major share to give the green revolution a really *dynamic* meaning.

Messages

President of India

The President is glad to know that the 24th All India Adult Education Conference will be held at Bhubaneswar in October, 1970. He sends his best wishes to the Indian Adult Education Association for the continued success of its endeavours and for the success of the Conference.

Vice-President of India

The Vice-President is glad to know that the 24th All India Adult Education Conference of the Indian Adult Education Association will be held in October, 1970. He sends his best wishes for the success of the deliberations of the conference.

Prime Minister of India

The Prime Minister wishes success to the 24th All India Adult Education Conference being held at Bhubaneswar in October.

Governor of Assam and of Nagaland, Shri B.K. Nehru

I am glad to learn that the 24th All India Adult Education Conference will be held at Bhubaneswar from 15th to 19th October, 1970.

Adult Education is a very important social programme which will greatly help in carrying out our nation-building activities and spreading national awareness among the masses.

I send my best wishes for the success of the Conference.

Governor of Bihar, Shri Nityanand Kanungo

I am glad to know that the 24th All India Adult Education Conference is going to be held at Bhubaneswar under the auspices of the Indian Adult Education Association from October 15th to 19th, 1970 to discuss the 'Adult Education in the Seventies.' The subject matter poses a great problem in the sphere of social and economic development of the country today. I wish the Conference all success.

Governor of Haryana, Shri B.N. Chakravarty

I am glad to know that the Indian Adult Education Association will hold its 24th Conference at Bhubaneswar this year. Adult education is of utmost importance in a country like ours, where a large proportion of the older population is illiterate. It is a problem, which deserves the attention of all thoughtful people.

I wish the discussion on the subject 'Adult Education in the Seventies' to be fruitful.

Governor, Madhya Pradesh, Shri K.C. Reddy

I am glad to learn that the Indian Adult Education Association is organising the 24th All India Adult Education Conference at Bhubaneswar in October 1970 to discuss 'Adult Education in the Seventies' and to publish a Souvenir to commemorate the occasion.

Adult Education is a necessity in modern times when the frontiers of knowledge are fast expanding. It is, however, absolutely essential in countries which have chosen democracy as their form of Government and where there are large sections of illiterate population. I trust the deliberations at the Conference will create a climate for greater endeavour towards the achievement of this objective.

I have pleasure in sending my best wishes for the success of the Conference.

Governor of Tamil Nadu, Shri Ujjal Singh

I am glad to know that the Indian Adult Education Association is holding its 24th All India Adult Education Conference at Bhubaneswar from 15th to 19th October, 1970 and that its subject of discussion will be 'Adult Education in the Seventies'

Our backwardness can be removed only if we seriously take up adult education. It is reported that at the beginning of this year, the number of illiterates stood at the colossal figure of 349 million. Further, the annual growth rate of literates remains at less than one per cent. It is a pity that nearly 70 per cent of the people in the 15-45 age group cannot read and write. We must take up this matter with a sense of urgency.

Night schools in urban and rural areas should be started; and additional time given by teachers on a suitable emolument, can greatly help in removing adult illiteracy and educating people on current problems. Compelling students of the age-group 6-11 to complete 5 years of elementary education would greatly help to stop wastage and also promote literacy. There are about 12 million graduates in the country today and in addition, there are about 1·5 million university students. Their services can also be mobilised and utilised for the eradication of adult illiteracy. All voluntary social service organisations also should include promotion of adult literacy as one of their main objectives. Every educated person be a student or a teacher or an office-goer-should visit a locality where an hour at least should be devoted daily for teaching the illiterates.

I wish the Conference success.

Finance Minister, Shri Y.B. Chavan

I am glad to know that the Indian Adult Education Association would be organising the 24th All India Adult Education Conference at Bhubaneswar in October, 1970. I trust that this should help us draw up an effective strategy to meet the problem of adult illiteracy during the current decade. My good wishes.

Minister for Railways, Shri G.L. Nanda

I am happy to know that the 24th All India Adult Education Conference is organising a discussion on 'Adult Education in the Seventies.' Although the rate of literacy in India has more than doubled during the last two decades, we have made a dent so far as primary education is concerned. Eight out of 10 children of the age group 6-11 are at school. But in the field of adult education, we have much leeway to make. Our adult population is eager to learn but we have not been able to provide adequate facilities to them. Our battle against poverty and ignorance would have little chance of success unless we have been able to spread the gospel of the three R's.

I am sure the Conference will consider steps for the spread of adult education through the length and breadth of the country. I send my best wishes on the occasion.

Minister for Health, Family Planning, Works Housing and Urban Development, Shri K.K. Shah

I send greetings to the 24th Annual Session of the All India Adult Education Association which is being held in Bhubaneswar this year.

A nation cannot be said to have arrived at maturity unless and until all its people are educated. We have a very big deficit to make up in this respect. During the long years of British Rule in India education was the most neglected sphere of life of the people. The result is that we have a very large uneducated adult population. Your Association is doing and has done a yeoman's service in bridging this great gap. How important your work is can be judged by anybody who has good of the country at heart? I wish the session success in its deliberations. May it serve the cause for many years to come.

Chief Minister, Rajasthan, Shri Mohanlal Sukhadia

I am happy to learn that the Indian Adult Education Association is organising the 24th All India Adult Education Conference at Bhubaneswar from October 15 to 19, 1970. The subject to be discussed at the Conference is 'Adult Education in Seventies.' I hope the Conference will take stock of the progress of Adult Education in India and will deliberate on further advance in this sphere of education.

I send my best wishes for the success of the Conference.

Chief Executive Councillor, Delhi, Shri V.K. Malhotra

भारतीय प्रौढ़ शिक्षा संघ के तत्वाधान में 24 वें अखिल भारतीय सम्मेलन का आयोजन किया जा रहा है यह जानकर मुझे खुशी हुई।

शिक्षा का प्रसार ही किसी राष्ट्र को उन्नति के पथ पर प्रशस्त कर सकता है। एक सुसंस्कृत एवं समृद्ध राष्ट्र के लिए यह अनिवार्यतः अपेक्षित है कि उसके सभी नागरिक शिक्षित हों। हमारे मनिषियों ने सदैव ही विद्याध्ययन पर जोर दिया और ऋषिकुल परम्परा में अध्ययन की सुविधाएँ निःशुल्क प्रदान की गयीं। आधुनिक भारत को यदि अपना प्राचीन गौरव पुनः प्राप्त करना है तो उन्हें प्रत्येक नागरिक को शिक्षित करना होगा।

वयस्कों में शिक्षा प्रसार करने के हेतु किये गये सभी प्रयत्नों की मैं सराहना करता हूँ और आपकी स्मारिका शिक्षा प्रसार मे सहायक हो ऐसी कामना करता हूँ।

State Minister for Home Affairs, Shri Ram Niwas Mirdha

I wish your Conference all success. Adult education has a very important role to play in the development of our country. We will not be able to get fullest benefit from our development programmes if all the adult people in the country are not educated about their significance and importance. I hope that disscussions in your Conference would help in the evolution of certain guidelines along which the adult education movement in the country can proceed in the Seventies.

With best wishes.

Deputy Chairman, Planning Commission, Dr. D.R. Gadgil

I extend warm greetings and good wishes to the All India Adult Education Conference being organised at Bhubaneswar from October 15 to 19, 1970. The progress and the prosperity of our country depend upon a literate and enlightened population. The expansion of adult education is thus vital for our socio-economic development and I have every hope that the Conference would help in drawing up of a programme for eradicating illiteracy amongst the teeming millions of India. I wish the Conference all success in its enterprises.

Chairman, University Grants Commission, Dr. D.S. Kothari

I am glad to know that you are organising an All India Adult Education Conference in October 1970. The promotion of adult education is a matter of great importance for our country. I wish the Conference every success.

Appendices

NEW EXECUTIVE COMMITTEE OF THE ASSOCIATION

President

Dr. M.S. Mehta

Vice-Presidents

Shri R. M. Chetsingh
Shri N.D. Sundaravadivelu
Dr. L.M. Singhvi
Shri M.G. Mane
Shri P.N. Javarappa Gowda
Shri J.C. Mathur
Prof. M.M. Begg

Treasurer

Prof. M. Mujeeb

Hony. General Secretary

Shri S.C. Dutta

Associate Secretaries

Dr. T.A. Koshy
Shri K.S. Muniswamy
Shri S.N. Maitra
Shri N.K. Pant
Shri N.R. Gupta

Members

Shri V.S. Mathur
Shri D. Rout
Shri S.N. Pareek
Shri S.R. Pathik
Shri M.L. Jairam
Miss Usha Sundri Wali
Shri B. R. Vyas
Shri N.C. Bose

PROGRAMME

Thursday, October 15, 1970

10.00 to 11.30 a.m. **Inaugural Function**

(*a*) National Anthem.

(*b*) Invocation Song.

(*c*) Welcome Address—Dr. B. Samantaray, Vice-Chancellor, Agriculture University.

(*d*) Inaugural Address—Dr. Shaukatullah Shah Ansari, Governor, Orissa.

(*e*) General Secretary's Report—Shri S.C. Dutta.

(*f*) Messages—Shri D. Rout, Dy. D.P.I. (P & B), Orissa, Secretary, Reception Committee.

(*g*) Presidential Address: Shri B. Patnaik, Education Minister, Orissa.

(*h*) Vote of Thanks—Dr. M.S. Mehta, President I.A.E.A.

(*i*) National Anthem

12.00 noon to 1 p.m.—Report from Adult Education Organisations in various States.

2.30 to 4.00 p.m.— Discussion on Reports & Organisational Problems brought forward by the Delegates.

Friday, October 16, 1970

10.00 to 11.30 a.m. Symposium on Adult Education and Urban Development.

11.45 a.m. to 1.00 p.m. Discussion in Commissions

2.30 to 4.00 p.m. Discussion in Commissions (contd.)

5.00 to 9.00 p.m. Local Sight Seeing and Cultural Programme.

Saturday, October 17, 1970

Visit to Konark and Puri

Sunday, October 18, 1970

10.00 to 11.00 a.m. **General Body Meeting**

(*a*) Presentation of Accounts.

(*b*) Election of the Council including Office-bearers for the next two years.

11.15 a.m. to 1.00 p.m. Presentation and discussion of Reports of commissions on Adult Education and Urban Development.

2.00 to 3.00 p.m. Symposium on Adult Education and Green Revolution.

3.00 to 5.00 p.m. Discussion in Commissions.

8.30 p.m. State Dinner at State Guest House.

9.30 p.m. Cultural Programme.

Monday, October 19, 1970

10.00 to 11.00 a.m. Presentation and discussion of Commission reports on Adult Education and Green Revolution.

11.30a.m. to 12.30p.m. Recommendations and Resolutions.

12.30 to 1.00 p.m. Meeting of the General Council.

3.00 to 4.00 p.m. **Valedictory Function**

(1) Invocation Song

(2) Welcome of the Chief Guest and Presentation of the Conference Report.

(3) Valedictory Address—Shri R.N. Singh Deo, Chief Minister, Orissa.

(4) Vote of Thanks.

(5) National Anthem.

4.30 p.m. At Home at Raj Bhavan, Orissa.

LIST OF PARTICIPANTS

ANDHRA PRADESH

1. **Shri Benjamin S.,** Director, Adult Literacy Quinquennium Programme in Depth, Phirangipuram, Guntur Distt.
2. **Shrimati Papaiah, S.,** Methodist Mission, Tandur.
3. **Shri Rao, C.G.,** Dy. Director of Public Instruction, Office of the D.P.I., Hyderabad-4

ASSAM

4. **Shri Ahuja, G.C.,** Lecturer in-charge, Department of Education, Dibrugarh University, Dibrugarh.
5. **Shri Talukdar, B.K,** Lecturer, Education Department, Gauhati University, Gauhati-14.

BIHAR

6. **Smt. Achayi, Nilima,** 127 Circuit House, Jamshedpur.
7. **Shri Dutta, A.K.,** Youth Welfare Officer, University of Magadh, Bodh-Gaya.
8. **Shri Chowdhury, S.C.,** Vice-President, Hatia Project Workers' Union, B-137/Sector 3, Ranchi-4
9. **Shri Rao, V.V.C.,** C/o Tata Workers Union, 17 K, Road, Jamshedpur-14.

DELHI

10. **Prof. Begg, M.M.,** Principal, School of Correspondence Courses and Continuing Education, University of Delhi, Delhi-7.
11. **Shri Dutta, S.C.,** Hony. General Secretary, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi-1.

12. **Shri Futagami, Shiro,** Dy. Director, International Cooperative Alliance, 43, Friends Colony, New Delhi.

13. **Shri Gupta, N.R.,** Organising Secretary, Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi-1.

14. **Shri Jain, K.C.,** Joint Director, National Cooperative Union of India, 72, Jor Bagh, New Delhi-3.

15. **Dr. Jain, N.P.,** Director, Social Education, Deptt. of Community Development, Cooperation & Panchayatiraj, Ministry of Food, Ag., C.D. and Cooperation, Govt. of India, Krishi Bhavan, New Delhi.

16. **Shri Mathur, J.C.,** Additional Secretary, Department of Agriculture, Ministry of Food, Ag., C.D. and Cooperation, New Delhi.

17. **Smt. Mathur, Kamlesh,** P-20, Green Park Extn., New Delhi.

18. **Shri Mathur, V.S.,** Regional Secretary, ICFTU, Asian Regional Office, P-20, Green Park Extn., New Delhi.

19. **Shri Mathur, R.S.,** Senior Research Asstt., Dept. of Adult Education, NCERT., K-2, Hauz Khas, New Delhi-16.

20. **Shri Pant, Narain K.,** Head of Economics Department, School of Correspondence Courses and Continuing Education, University of Delhi, Delhi-7.

21. **Shri Pathik, S. R.,** C-174, Greater Kailash, New Delhi.

22. **Shri Sachdeva, J.L.,** Documentation Officer, Indian Adult Education Association, New Delhi.

23. **Miss Sehgal, N.,** Librarian, Deptt. of Adult Education, K-2, Hauz Khas, New Delhi.

24. **Shri Singh, M.,** Central Institute of Research and Training in Public Cooperation, C. 1/4 Safdarjung Development Area, Hauz Khas, New Delhi.

25. **Shri Vyas, B.R.**, Deputy Director of Education, Delhi Administration, Delhi.

HIMACHAL PRADESH

26. **Shri Vaidya, L.R.**, Social Education Officer, Directorate of Education, Simla-4.

MADHYA PRADESH

27. **Miss Aggarwal, S.K.**, Secretary, Asha Kala Kendra, 330, Dr. Khosla Marg, Mhow.

28. **Miss Mulye, S.**, Maheswar.

29. **Shri Pant, N.C.**, 215, Sanghi St., Mhow.

30. **Shri Patel, R.L.**, District Panchayats and Welfare Officer, Raipur.

31. **Shri Sharma, B.D.**, Dean, Faculty of Education, Vikram University and Principal College of Education, Ujjain.

32. **Miss Sharma, M.**, Principal, Asha Kala Kendra, 330, Dr. Khosla Marg, Mhow.

33. **Smt. Shrivastava, S.R.**, 208-2A, Garha Pratak, Jabalpur.

34. **Shri Sinha, P.**, Asstt. Secretary, Workers Institute, 127, Devi Ahilya Marg, Indore-3.

MAHARASHTRA

35. **Shri Bamgude, R.V.**, B 8/5, Kumar Cooperative Housing Society, Dayaldas Road, Vile Parle, (East) Bombay.

36. **Shri Dhamdhere, P.K.**, Member, Bombay City Social Education Committee, Samaj Shikshan Mandir, Adarsh Nagar, Worli, Bombay.

37. **Miss Dye, M.J.**, National Christian Council of India, Nagpur.

38. **Shri Gadekar, J.M.**, B 8/5, Kumar Cooperative Housing Society, Dayaldas Road, Vile Parle, (East) Bombay.

39. **Shri Gurao, P.V.**, 10/146, Dr. Vear's Wadi, G.D. Ambedkar Marg, Bombay-33.

40. **Shri Ganguly, Peritosh**, General Secretary, Rayon Workers' Union, Kanthe Blocks, Ram Masuti Cross Road, No. 4, Thana.

41. **Shri Naik, Vasant Narayan**, Patanvala Colony, 3rd Floor, 39/114-A, Opp. Jaitlind Talkies, Dr. B.A. Road, Bombay-12.

42. **Shri Natranjan, Narayan**, Century Chemical Quarters, Kalyan Distt. Thana.

43. **Shri Parkar, K.I.**, Asstt. Social Education Officer, Bombay City Social Education Committee, Samaj Shikshan Mandir, Adrash Nagar, Worli, Bombay-25.

44. **Shri Patel, B.J.**, Shirke Chal Maratha Kolsewadi, Kalyan, Distt. Thana.

45. **Shri Patel N.B., Jyoti Kalash**, Maratha, Kolsewadi, Kalyan, Dist. Thana.

46. **Miss Quy, L.**, National Christian Council of India, Christian Council Lodge, Nagpur.

47. **Shri Shinde, S.N.**, Century Chemical Quarters, Kalyan, Distt. Thana.

48. **Shri Wani, Balkrishna Gokuldas**, Asstt. Social Edu., Officer, Bombay City Social Edu. Committee, Samaj Shikshan Mandir, Adrash Nagar, Worli, Bombay-25.

49. **Shri Zingada, V.N.**, Kohinoor Mills, Chawol No. 9, Room No. 14 Naigaom Sadar, Bombay.

MANIPUR

50. **Shri Singh L.S.**, Dy. Inspector of Schools, (Literacy) Govt. of Manipur, Imphal.

MYSORE

51. **Shri Betkerur, B.N.**, Addl. Dy. Development Commissioner, Development Housing, P. Rj. & Cooperation Deptt. Govt. of Mysore, Vidhana Soudha, Bangalore.

52. **Shri Dasappa, T.A.**, Bharath Sevadar, Tiptur.

53. **Shri Gowda, P.N.J.**, President, Mysore State Adult Education Council, Journalists Colony, Mandya.

54. **Shri Halemani, R.**, Secretary and Social Education Officer, Karnatak Regional Committee on Social Education, Belgaum.

55. **Shri Jairam, M.L.**, Sree Vidyapeeth, Tiptur.

56. **Shri Krishnamurthy A.**, Distt. Social Education Officer, Office of D.P.I., Bangalore.

57. **Shri Kumarswamy, H.K.**, Vice-President, Mysore State Adult Education Council, "Aruna" 74 13th Main 27th Cross, IV Block East, Jayanagar, Bangalore-11.

58. **Shri Patil, Kashinath Rao**, T.D.B., Member, Hudgi & P.O. Humnabad Taluk, Bidar Distt.

59. **Shri Rao, Desai Govinda**, Agriculturist c/o Mysore State Adult Education Council, Kamalapur (P.O.), Hospet, Bellary (Distt.)

60. **Shri Muniswamy, K.S.**, General Secretary, Mysore State Adult Education Council, P.O. Box No. 2, Mysore.

61. **Shri Subramanyam, S.**, Treasurer, Mysore State Adult Education Council, Chairman, Village Panchayat, Sinduvalli Post, Mysore-4.

NAGALAND

62. **Shri Jeshoha Mopem, Mon**, Nagaland, Via Sonari.

63. **Shri Moasosang P.**, Special Officer, Education, Directorate of Education, Kohima.

64. **Smt. Solo, K.**, T.M. School, Kohima.

65. **Shri Sema, I.**, Yevishe, Akuluto, P.O. Mokokchang.

ORISSA

66. **Shri Abid, Salaudin**, Distt. Organiser of Adult Education, At P.O., Bhawanipatna, Kalahandi.

67. **Sbri Acharya, Kanhai Charan,** Distt. Organiser of Adult Education, Bolangir.

68. **Shri Acharya, S.K.,** Sub-Inspector of Schools, Tangi, Cuttack.

69. **Shri Acharya, V.,** Inspector of Schools, Jaypur, Khendrapur, Cuttack.

70. **Shri Das, Sesha Mohan,** Sub-Inspector of Schools, Sadar, Sambalpur.

71. **Shri Das, Braja Ballava,** Sub-Inspector of Schools, Binjharpur, At/P.O. Mashra.

72. **Shri Das, B.K.,** Distt. Organiser of Adult Education, Keonjhar.

73. **Shri Das, P.,** District Inspector of Schools, Sambalpur.

74. **Shri Dhir, Jagannath,** District Inspector of Schools, Baragada, Sambalpur.

75. **Shri Dash, Balabhadra,** Dist. Inspector of Schools Titilagarh.

76. **Shri Dube, Sitaram,** Dist. Inspector of Schools, Bolangir, At/P O. Bolangir.

77. **Shri Hota, MrutyunaJaya,** Sub-Inspector of Schools, Titilagarah.

78. **Shri Jena, Mahendra Kumar,** Dist. Organiser of Adult Education, Balasore, At/P.O. Dist. Balasore.

79. **Shri Kalesh, D.K.,** Orissa Community Development Project, Rural Life programme, Bhawanipatana, Kalahandi.

80. **Shri Meher, Mahesh Prasad,** Sub-Inspector of Schools, At/P.O. Losingha, Balangir.

81. **Shri Mishra, Desharathi,** Sub-Inspector of Schools, At/P.O. Remunda, Sambalpur.

82. **Shri Mishra, G.,** Sub-Inspector of Schools, Bidyadharpur, Cuttack.

83. **Shri Mishra, Indu Bhushan,** Inspector of Schools, At/P.O. Cuttack.

84. **Shri Mishra, Radha Binod,** Chief Organiser of Adult Education (Pilot Project) Bhubaneswar, Distt. Puri.

85. **Shri Mohanty, Banchhanidhi,** Distt. Inspector of Schools, At/P.O. Jajpur, Cuttack.

86. **Shri Mahapatro, Bhabani Kinkar,** Sub-Inspector of Schools, Bhanjanagar, Ganjam.

87. **Shri Naik, C.,** Distt. Inspector of Schools, Cuttack.

88. **Shri Naik, Rank Mani,** Sub-Inspector of Schools, At P.O. Baragarh, Sambalpur.

89. **Shri Nayak, Ramesh Chandra,** District Organiser of Adult Education, Dhenkanal, At/P.O. Distt, Dhenkanal.

90. **Shri Nayak, Debanand,** Distt. Organiser of Adult Education, Sundargarh.

91. **Shri Ojha, Kalindi Charan,** Distt. Organiser of Adult Education, Koraput.

92. **Shri Nishank, Lakshmi Dhar,** Distt. Organiser of Adult Education, At/P.O. Khurda, Distt. Puri.

93. **Shri Pande, Pranakrishna,** Distt. Organiser of Adult Education, Ganjam, (Berhampur).

94. **Shri Panigrahi, Karama Chandra,** Sub-Inspector of Schools, Attabira, Distt. Sambalpur.

95. **Shri Patnaik, S.,** Distt. Inspector of Schools, Jagatsinghpur.

96. **Shri Pradhan, Mangulu,** Headmaster, Attabira Boys' M.E.S. School, At/P.O. Attabira, Distt. Sambalpur.

97. **Rajmata Kanaklata, Debi,** Chairman, State Social Welfare Board, Bhubaneswar.

98. **Shri Sahoo, Krushna Chandra,** Chief Organiser, Mass Literacy Programme, Pilot Project, At/P.O. Distt. Dhenkanal.

99. **Shri Sahoo, Ramesh Chandra,** Distt. Organiser of Adult Education, Office of the Distt. Inspector of Schools, At/P.O. Distt. Sambalpur.

100. **Shri Sahu, Jogeshwar,** Sub-Inspector of Schools, At/P.O. Agalpur, Distt. Balangir.

101. **Shri Swain, Pravin Charan,** Sub-Inspector of Schools, Bhenden, Bargarh, P.O. Bhenden, Distt. Sambalpur.

102. **Shri Swain, P.,** Distt. Organiser of Adult Education, Cuttack.

103. **Shri Tripathi, Panchanan,** Sub-Inspector of Schools, Dhorakota, Distt. Ganjam.

104. **Shri Tripathy, Raghu Nath,** District Organiser of Adult Education, At/P.O. Distt. Puri.

RAJASTHAN

105. **Shri Bhai Bhagwan,** Janta College, Rajasthan Vidyapeeth, Dabok (Udaipur)

106. **Shri Charan, C.D.,** Principal, Bharatiya Vidya Mandir, Bikaner.

107. **Shri Garg, B.S.,** Principal, Panchayati Raj Prashikshan Kendar, Dabok, Udaipur.

108. **Shri Jaisani, Kalyanmal,** Director, Lok Shikshyan Vibhag, Rajasthan Vidyapeeth, Dabok.

109. **Shri Lalit Kishore,** D.I. of Schools, Ajmer.

110. **Smt. Lohani, Hem Lata,** Central Girls' Higher Sec. School, Ajmer.

111. **Shri Mathur, I.S.,** Headmaster, Govt. M.C. Higher Sec. School, Ajmer.

112. **Dr. Mehta, M.S.,** President, Indian Adult Education Association, Seva Mandir, Udaipur.

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114. **Shri Pareek, S.N.,** General Secretary, Bikaner Proudh Shikshan Samiti, Bikaner.

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